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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR RECRUITMENT, TRAINING, PLACEMEN AND FOLLOWUP OF REJECTED ARMED FORCES VOLUNTEERS IN BALTIMORE, MARYLAND AND WASHINGTON, D.C., MARCH 1, 1965 TO JUNE 30, 1966. FINAL REPORT.

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This report contains an analysis of the efforts in 1965 and 1966 of the National Committee for Children and Youth (NCCY) to help the youth in Baltimore and Washington, D.C. who failed to meet the educational requirements for military enlistment. A description of the program includes: (1) background of the NCCY, (2) intake and followup process, (3) comparison of the first and second projects, (4) findings and recommendations for conducting a program, (5) problem identification, (6) characteristics of the target population, (7) administration, (8) methodology, (9) program development, (10) summaries of case studies, (11) followup results, and (12) forms used in the program. Followup visits made 6 to 8 weeks after intake of the 1,009 youths given assistance during the reporting period show: (1) 186 in the military service, (2) 53 in Job Corps, (3) 76 in school full time, (4) 353 employed full time, (5) 28 employed part time, (6) 106 unemployed, (7) 47 awaiting placement after training, (8) 24 incarcerated in correctional institutions, (9) 97 unlocated, and (10) 22 wanted no further assistance. Some positive benefits were derived from the program by a majority of the youth who were referred although many are still confronted with serious problem situations. (MM)

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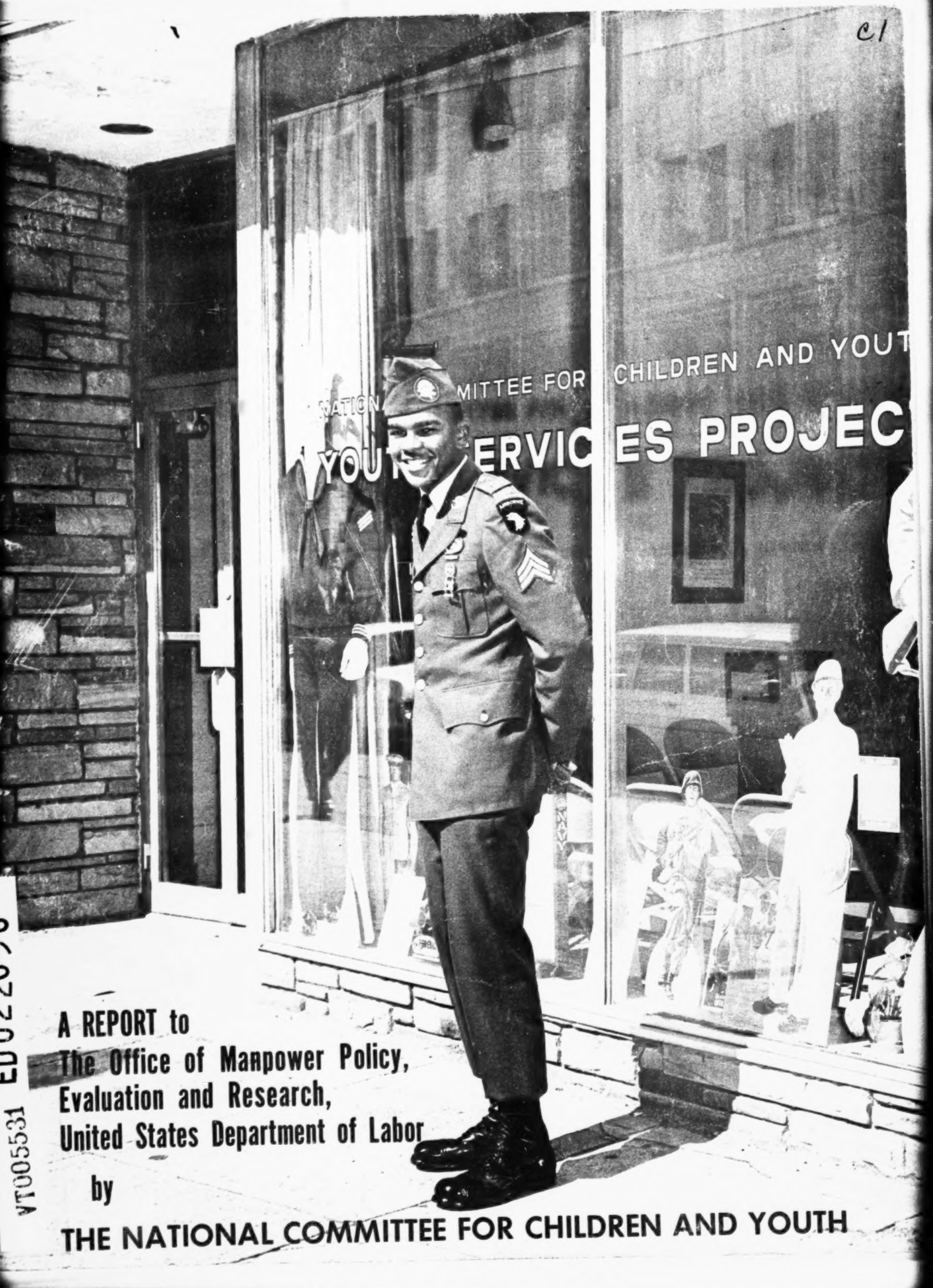
NATION MITTEE FOR CHILDREN AND YOUT
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A REPORT to
The Office of Manpower Policy,
Evaluation and Research,
United States Department of Labor

by

THE NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

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The cover photograph is of Sergeant Henry Jacobs, taken during a visit to the Youth Services office while on leave. Sergeant Jacobs is a graduate of the Youth Services Project, now with the 101st Airborne Division stationed at Fort Campbell, Kentucky.

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FINAL REPORT

March 1, 1965 to June 30, 1966

Experimental and Demonstration Manpower Project for Recruitment, Training, Placement and Followup of Rejected Armed Forces Volunteers in Baltimore, Maryland and Washington, D. C.

The United States Department of Labor, Washington, D.C.
Office of Manpower Policy, Evaluation and Research

Contract 82-08-49

between

The Secretary of Labor

and

The National Committee for Children and Youth
1145 - 19th Street, N. W.
Washington, D. C. 20036

Contract Title: Coordination of Related Services, Individual Planning for and Followup of Rejected Armed Forces Volunteers

This report on a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under the Government sponsorship are encouraged to express their own judgement freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

Preface

A tall young man in the uniform of a paratrooper opened the office door. He grinned proudly as the project director came forward to greet him. It was a meeting between friends. It was difficult to believe that less than a year ago he had sat in this same office, shoulders hunched in discouragement, eyes avoiding contact, and hopelessness written on his face.

In this report this young man and others appear as statistics. So many qualified for the Armed Services--others now employed, etc. This is the nature of reports. But, to understand the motivation which makes such success stories possible one must read between the statistics and recognize the value these young men have placed upon this opportunity for achievement. These are the youth who come to class without dinner rather than miss any part of the instruction. These are the youth who sit through three hours of lessons after eight hours of work, because they need to learn, if they are to make their goal.

It is small wonder that the staff responds by keeping the office open until late at night in case one of the youth needs help; by volunteering to teach an evening class after a full day's work; by devoting a holiday to taking a group on a field trip to bring renewed interest into their efforts.

A paragraph from one of the bimonthly reports on the Youth Services Project reflects the mutual satisfactions which the opportunity to offer this service has provided to the young men with whom we work and to the staff of the project:

> Graduates from the program came in increasing numbers to visit and to exchange the latest news. The Christmas season particularly was rich in visitors returning after completing basic training with the Armed Forces; Job Corpsmen on leave; youth who had been placed in productive jobs showing off their newly gained affluence and social standing . . . there had been marriages, and children born. Letters and phone calls also came in increasing numbers. It was difficult for us to remain objective and impossible to realize that only a short time ago, the services we now offered were not available to those who wished to receive support and assistance in upgrading themselves for a productive and honorable life.

The National Committee for Children and Youth is grateful to the officials and staff of the Office of Manpower Policy, Evaluation and Research for making this project possible. Without their imaginative and creative approach to the administration of the Manpower and Development Training Act such efforts as the Youth Services Project would not exist.

Mrs. Isabella J. Jones, Director
National Committee for Children and Youth

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The results of this experimental and demonstration program in Washington, D. C. and Baltimore, Maryland affecting over 1,000 young Americans are due to the contributions and dedication of many people. The National Committee for Children and Youth is grateful to all who cooperated and coordinated their services with the staff in making this dream a reality and particularly to:

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Dr. Lyle W. Ashby, National Education Association
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Flora Y. Hatcher, Housing and Home Finance Agency

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Dr. Amiel W. Francke and Dr. Alex Farkas for their cooperation in giving eye examinations to a number of the youths in the D. C. Youth Services Project

The Baltimore Advisory Committee for their leadership in planning services to benefit the future of the youth in Baltimore--

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J. Donn Aiken, Maryland Department of Employment Security
Dr. Richard Bateman, Baltimore City Youth Commission

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D. C. Public School System, Department of Adult Education
D. C. Recreation Department
District of Columbia Health Department
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Health and Welfare Council of the National Capital Area, Volunteer Bureau
Howard University, Institute for Youth Studies
Job Corps Center
United States Army Recruiting Service
President's Council on Physical Fitness
Selective Service System, District of Columbia
United States Air Force Recruiting Service
United States Employment Service
United States Marine Corps Data Processing Center
United States Marine Corps Recruiting Service
United States Navy Recruiting Service
United States Navy School of Deep Sea Diving
Urban League
Washington Public Information
WQMR--Good Music Station
Youth Office, United States Employment Service

Baltimore

Baltimore City Department of Health
Baltimore Public Information
Baltimore Youth Services Agency
Bureau of Recreation
Department of Education, Division of Adult Education
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Health and Welfare Council
Howard University, School of Social Work
Job Corps Processing Center
Literacy Council
Manpower Training Center
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Washington

- WAMU--FM Radio
- WRC--TV, NBC
- WTOP--Radio
- WWDC--Radio
- The Evening Star
- The New York Times
- The Washington Post

Baltimore

- WBAL--Radio and Television
- WBJC--FM Radio
- WCAO--Radio
- WMAR--Radio and Television
- WSID--AM-FM Radio
- The Baltimore Sun
- The Afro American
- the News-American

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Introduction

BACKGROUND OF THE NATIONAL COMMITTEE FOR CHILDREN AND YOUTH

The National Committee for Children and Youth grew out of historical concern by leaders in education, social service, religion and health for the total well-being of America's children and youth. Its roots trace back to the first White House Conference on Children called by President Theodore Roosevelt in 1909 and similar conferences convened by presidents in each succeeding decade. A provision for organized followup activity, built into the plans and financing for the 1960 White House Conference on Children and Youth, called by President Eisenhower, resulted in the creation of the NCCY on November 1, 1960.

But NCCY is much more than a followup agency. In doing that job it quickly evolved into an essential national point of focus on children and youth in the rapidly changing decade of the sixties, helping its national, state and local constituency keep aware of developments, stimulating governmental and voluntary cooperation, and undertaking demonstration projects to pioneer new services.

While keeping its focus on the positive, i.e., helping all of America's children grow into knowledgeable, healthy and responsible citizens, NCCY helps the agencies deal with such problems as delinquency, dropouts, lack of opportunity, urban and rural slums, weakening family ties, etc. Beyond that, however, and in response to the very multiplicity of agencies and programs, governmental and voluntary, NCCY serves an essential coordinating function, helping avoid wasteful duplication, promoting exchange of experience and stimulating cooperative activity. NCCY is thus in itself a pioneering experiment in organization for effective concern for all children and youth.

Planned to function during the decade of the sixties, NCCY has successfully completed its first five years. It has demonstrated its value and is recognized as a significant force on the national scene. Its plans for the next five years are soundly built on experience and a firm conviction that there is a continuing need for this unique mechanism.

Among the ways in which NCCY has given leadership is by calling attention to national issues concerning youth. An example of this was the conference held in May 1961 on Unemployment, Out-of-School Youth in Urban Areas. Social Dynamite, the report of that conference, has been widely used as a textbook and as a guide in the development of local projects.

As a counterpart of the urban conference, NCCY convened the National Conference on Problems of Rural Youth in a Changing Environment at Oklahoma State University, September 22-25, 1963. Grants to help finance the studies used as background material for the conference participants, were received from the Office of Juvenile Delinquency and Youth Development, U. S. Department of Health, Education and Welfare and the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor. Two important publications resulted from this conference:

> Rural Youth in Crisis: Facts, Myths, and Social Change--an edited compilation of background papers prepared by outstanding authorities on rural America
>
> Rural Youth in a Changing Environment--proceedings of the National Conference with a special emphasis on followup activities

NCCY has a contract with the National Clearinghouse for Mental Health Information, NIMH, to provide the Clearinghouse current national organization and state committee publications and reports on mental health information related to children and youth. The purpose of the Clearinghouse is to provide a central, coordinated source of information on all aspects of mental health and illness.

Through the generosity of the Joseph P. Kennedy, Jr., Foundation, NCCY distributed quantities of pamphlets on mental retardation designed to be of help to expectant mothers, parents, educators, and other persons who have responsibility for the well-being of children.

An activity of NCCY was the sponsorship of, and cooperation in the preparation and publication of, an inspirational book of photographs of children from birth to young adulthood, entitled, The Joy of Children. NCCY arranged with Pearl S. Buck, Pulitzer Prize winner and recipient of the 1938 Nobel Award for Literature, to write the text of the book. The 247 photographs were from the exhibit, These Are Our Children, prepared with the technical assistance of the Eastman Kodak Company for the 1960 White House Conference on Children and Youth.

A Joint Conference on Children and Youth is held every two years with the constituent groups cooperating in the planning. The 1964 Joint Conference, convened April 4 to 8 in Washington, D. C., on the theme, "Translating New Concepts into Services for Children and Youth." It focused on the pilot and demonstration projects now in operation, and described how the new knowledge, new methods and techniques might be woven into established institutions and ongoing services. The report of this conference, Strategy of Change, has had wide distribution.

The Mid-Decade Conference on Children and Youth was held April 12-15, 1966 in Washington, D.C. The conference theme was "Children and Youth at Mid-Decade: A Report to the Nation. The Nation Reports on Children and Youth," which provided background material for the conferees was based on information regarding accomplishments since the 1960 White House Conference on Children and Youth and problems that still need to be solved, gathered from Governor-appointed committees, 400 national organizations and 38 Federal agencies working with children and youth.

NCCY is in process of conducting an experimental training, counseling, placement and followup program for men committed under the Youth Corrections Act at the Youth Corrections Center at Lorton, Virginia. This program will test the feasibility of using up-to-date techniques in a correctional institution for the purpose of rehabilitation of inmates. The new project, funded by the Office of Manpower Policy, Evaluation and Research, U.S. Department of Labor and the Office of Education, U.S. Department of Health, Education and Welfare, went into operation June 1, 1966.

THE BASIS FOR NCCY'S INTEREST IN YOUTHS REJECTED AS VOLUNTEERS FOR MILITARY SERVICE

Three workgroups of the 1960 White House Conference on Children and Youth considered the topic, "The Obligations of Military Service" and discussed the effects of military service upon the youth of this country. These workgroups recommended that certain action be taken to further evaluate the relationship between effective utilization of the potential of youth and the principle of universal military service. One specific recommendation was that a study be made of the emotional, social and economic effects of military service on youth.

As a followup to these recommendations, the National Committee for Children and Youth conducted preliminary interviewing in Washington, D. C. which led to focus on the problems of youth who attempted to enlist (volunteer) for military service, but were rejected when they failed to meet minimum qualifications. This rejection, it was believed, was often more damaging to the youth who tried to enlist than to the draftee because the enlistee was highly motivated to enter military service while the draftee often had no desire to become part of the Armed Forces. These preliminary interviews were done in the inner city of Washington, D. C. and it is felt that should such a study be done with rural youth that a high rate of rejection would also be reflected.

As a result of these interviews and evidence of the need for an experimental and demonstration program for the target population, the National Committee for Children and Youth developed a project plan satisfactory to the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor.

The first experimental and demonstration project in Washington, D. C. and Baltimore, Maryland entitled, "Coordination of Related Services, Individual Planning for and Followup of Rejected Army Volunteers," went into operation January 1, 1964 and was completed February 28, 1965. During this period, one thousand Armed Forces volunteers between the ages of seventeen and twenty-two were referred from recruiting stations in both cities. The services were determined by the specific needs of the youths in the programs and included counseling, referral for training, job placement and followup. As far as possible, training services of existing community agencies were utilized. Where necessary, services were created to meet the special needs of the youths. A complete file was maintained on each youth. This included intake information, case study questionnaires, test results, information on referral for training, followup information from the training agencies as to progress of training, job placement, followup with the employers as to the effectiveness of the youth's performance, and counseling with families where it was deemed desirable. The project staff had offices in the main Army recruiting station in each city. This arrangement coupled with the proximity to maintain recruiting stations of the other branches of the Armed Services made it possible to provide immediate services to the youths at the crucial time they were rejected.

The youth served in the program represented school dropouts, high school graduates who had inadequate education, youth who needed counseling and vocational training to qualify for employment, youth who were underemployed, youth who were interested in getting into the Armed Forces but because of their academic deficiencies were unable to qualify, and youth who were on probation. These youths were first motivated to seek a career in the Armed Forces where they could receive training, as well as serve their country.

As a result of the program in both cities, 48.8 percent of the youths were employed at followup; 10.3 percent had returned to regular school to complete their high school education; 14.1 percent were able to upgrade their qualifications and were accepted into the Armed Forces; 4 percent were accepted by Job Corps; and 5.1 percent were still in special training programs. At followup it was found that 17.7 percent of the population were not students or members of the labor force or in special training. Included in this percentage were youths whose whereabouts were unknown because they had moved out of the cities.

The total cost of the program in the two cities was $91,714.

Section I

Highlights

At the time of preparation of this report the intake and followup data were processed for 1009 youths--509 in the District of Columbia and 500 in Baltimore.

THE INTAKE PROCESS

An analysis of intake data revealed the following:

- Eighty-three percent of the youths referred to the program were Negro.
- Eighty percent were between seventeen and nineteen years of age.
- Seventy-four percent had lived in Washington or Baltimore for ten years or more.
- Almost two-thirds had lived at their current addresses less than five years.
- Ninety-eight percent were single.
- Ninety percent had no dependents.
- Only 37 percent lived with both parents.
- The youths came from families with an average of 4.4 children. They were most frequently the oldest or next to the oldest child.
- The most significant characteristic was the inadequate educational preparation of the youth.
- School dropouts constituted about 80 percent of the sample.
- The youths most frequently stated that they dropped out of school because of adjustment problems, lack of interest or economic problems.
- Seventy-eight percent had attended public schools in Baltimore and Washington.
- Thirty-four percent of the Washington sample had attended school outside of the District. Most of them had migrated from the southern states.
- Only twelve percent were high school graduates.
- The median grade completed was 8.8.
- There was a marked difference between the Washington and the Baltimore programs in the age when the youths withdrew. Only 45 percent of the youths at the Washington project left school at sixteen or

younger; while 70 percent at the Baltimore project withdrew at or before age sixteen.

- Almost 40 percent who dropped out of school were from one to two grades behind when they terminated their education. Another 28 percent were from two to three grades behind.
- Almost 40 percent reported previous adult or juvenile law violations.
- The highest number of youths were referred by Army and Navy recruiters with lesser numbers coming from other branches of the Armed Forces.
- Approximately 70 percent of the employable population were unemployed at intake.

THE FOLLOWUP PROCESS

Of the 1009 youths from whom followup data had been compiled, results at the last followup visit were as follows:

- Eighteen percent of the youths were in the Armed Forces.
- Five percent entered Job Corps.
- Eight percent were in regular school.
- Approximately 40 percent were employed at the time of followup.
- Approximately 15 percent were unemployed and were awaiting placement in jobs or military service. Of this group, 69 percent participated in training within the program.
- Approximately 2 percent were incarcerated. This seems an almost negligible percentage in view of the fact that nearly 40 percent had law violations prior to intake.
- Approximately 10 percent could not be located. Even though they could not be located, a number had received services prior to the time of the last followup visit.

Section II

Comparison of First and Second Projects

LOCATION OF YOUTH SERVICES PROJECT OFFICES

In the first project, the Baltimore project office was located in the Calvert Building, the main recruiting center in Baltimore, and the project office in Washington was located in the U. S. Army recruiting station. This made it possible to interview all the youths referred to the programs.

In the second project, the Baltimore office continued to be located in the Calvert Building. The project office in Washington was one block away from the Armed Forces main recruiting station and as a result, a small percentage of the youths were "lost" in transit.

SOURCE OF REFERRALS

In the first project, both offices worked primarily with Army rejected volunteers, although, toward the end of the project, recruiters from all other branches of the Armed Forces made referrals.

In the second project, both offices worked with referrals from all branches of the Armed Forces.

AVAILABILITY OF COMMUNITY SERVICES

In the first project there were very few community services for the youths of the project.

In the second project, with the new Youth Opportunity Center in Baltimore, the Youth Office of USES in Washington, and the Job Corps and Neighborhood Youth Corps in both cities, there were many more services available. This coupled with the staffs' increased knowledge of the target population, enabled the staff to offer a wider variety of alternatives and to allow the youths more self-determination in identifying and pursuing their selected goals.

FOLLOWUP SERVICE

Halfway through the first project, we realized the need for intensive followup service. We were able to hire a youth aide, however, this was not adequate for the number of youths served.

In the second project, we were able to hire two youth aides in each city. This solved the followup problem by bringing to the attention of the staff, at an early point, those youths who had dropped out of training or who were not making effective use of training programs.

JOB DEVELOPMENT

In the first project we did not have a job developer on the staff. The Employment Service was expected to give this service. It soon became apparent that they did not have enough staff to give the youths from our project the prompt and special services they required. Since our own resources were not adequate to handle the additional load, the service we rendered to the youths in the job placement area was not as productive as we anticipated.

In the second project, with the loan of a job developer from the D. C. Youth Office, U. S. Employment Service to serve fulltime on the Washington project staff and a full-time job developer employed on the Baltimore staff, this gap was closed.

MULTIPLE TRAINING PROGRAM PLACEMENTS

Placements were more often made under the second project because of the increased availability of services, more effective followup and increased staff. If, for example, a youth were initially placed in employment and this placement did not prove satisfactory, a second placement was often made in the Neighborhood Youth Corps or Job Corps. In some instances, five or more placements were made before a youth found one which was acceptable to him.

LIAISON WITH OTHER YOUTH-SERVING AGENCIES

Liaison was more effective under the second project as each staff member was assigned the responsibility for maintaining continuous contact with one other agency. Any staff member needing information about a particular agency would direct his questions to the staff member carrying liaison responsibility with that agency.

EXPERIMENTAL AND SPECIALIZED SERVICES

Under the second project, more experimental and specialized services were possible with the development of cooperative arrangements with the Howard University Graduate School of Social Work and George Washington University.

SELF-IMPROVEMENT PROGRAMS FOR YOUTH AIDES

Under the second project, effort was made to effect self-improvement programs for the youth aides on the staff who were, in some ways, representative of the target population.

MASS MEDIA

In the first project there was not adequate staff to utilize services of the mass media. The emphasis was in sharing information about the program with other community agencies.

During the second project and after the final report on the first project was released by the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor, we were able to stimulate effective use of newspapers, panel discussions, radio and television appearances.

Section III

Findings and Recommendations

Three years of experience with the target population has enabled the project staff to develop certain conclusions and recommendations. The following ideas may be useful to funding agencies, experimental and demonstration programs and to other organizations initiating new projects.

PROJECT PLANNING

Any group or agency which proposes to begin or to develop a new service or a new approach to a standard service must make an investment of staff, time and often of money. As a result, some groups are discouraged from proposing projects. With this in mind, we recommend that:

- planning contracts be made more available to enable orderly planning and pretesting of ideas for experimental and demonstration programs;
- experimental and demonstration contracts include provisions for a skeleton staff for a two-month period after the program is completed for the purposes of writing the final report;
- the D/L-D/HEW form MT-101, "Characteristics of Trainees," be used for youth enrolled in Manpower Training Programs; and that a more appropriate form be developed for use in standard experimental and demonstration programs;
- funding agencies establish a policy of either approving or disapproving project proposals within 45 days from the date the proposal is formally submitted unless the requesting agency specifically asks for an extension;
- practical means for effective transition from demonstration to permanent programs be included in experimental and demonstration contracts;
- research staff be involved in proposal writing;
- plans for research and data collection be a part of the original contract planning and research staff members should participate in the development of all records and forms to assure that they are adaptable to the research as well as the action effort;
- research be focused on more than the ultimate goal of the annual or final report, i.e., it should involve program analysis and evaluation with feedback to the action staff in order that remedial measures may be instituted in weak areas and strengths accented;
- research staff member(s) become familiar with all other aspects of the program as soon as possible.
- subprofessional staff members be provided with sound orientation and

training in the research function in order to become effective members of the research team; and

- each member of the action and research staff be completely familiar with the function and focus of the others in order that difficulties in bridging the gap between the action and research phases of the program can be anticipated and effectively controlled.

RECRUITMENT TECHNIQUES

Experience has led us to the following findings and conclusions:

- Location of the project offices in the recruiting stations or in the immediate vicinity results in very few of the referrals becoming lost in transit.
- A counselor must always be available to interview the youth. Waiting for an extended period of time for an interview can result in a youth leaving and feeling more discouraged than when he walked in the door.
- First contact very much influences the holding power of a service agency. The agency develops holding power through immediate and effective service.
- An informal intake process in which the interviewer tries to develop some beginning awareness of the youth as an individual is more effective than a more formal procedure in which the interviewer is concerned only with data gathering.
- Referral agencies (in our case the Armed Forces Recruiting Stations) are more supportive when they are made to feel that they have an investment in the program. This was accomplished by frequent and regular contacts with the recruiters and by asking them to serve as members of our advisory committees.

TRAINING

The effectiveness of any experimental and demonstration program is directly related to its capabilities in the area of training. Experience in the development and maintenance of training resources has led to the following conclusions:

- Established community agencies should be involved in the training efforts of experimental and demonstration programs to the greatest possible extent.
- When a need can be clearly documented, established agencies with experience and competence can be persuaded to make training resources available to persons in need of help.
- While training allowances are certainly important in some instances, experience has shown that youth in this target population will avail themselves of and effectively use training opportunities whether or not they receive financial subsidies.
- There was a need for special training materials designed to meet the basic educational needs of youth who had terminated their formal school experience. The inability to locate effective materials made

it necessary for the project staff to develop such materials.

- With effective coordination and support by regular staff members, volunteers can contribute to training efforts. Their effectiveness is also dependent upon the availability of training materials.
- Agencies offering training of various kinds should be encouraged to make referrals to each other if the kind of training offered by another agency seems more appropriate for a particular youth. We were able to effectively use the resources of other agencies and accepted referrals from these agencies if the youth met the criteria of the program.
- A return to regular school programs was a practical and workable resource for many of the youths. Some of these youths were anxious to return to school and only needed the project staff's encouragement and assistance with the process of re-enrollment.

COUNSELING

The immediate availability of the counselors to the youths being served is very important. While this idea is not new in theory, it is in practice. Experience has led to the following observations:

- Some individuals cannot relate in a group while others cannot do so in a one-to-one relationship. Opportunities for choice must be made available for either or both types of counseling.
- The ability of the project staff to deliver tangible services to the population being served is an essential program component.
- Counseling should not be rigid but most focus on certain basic areas while retaining enough flexibility to allow the youth to introduce subjects of concern to him. This is imperative if the attention and participation of those being counseled is to be achieved and maintained.
- An individual cannot be "forced" to accept counseling and no two persons will use it in the same way. Counseling should, then, be both spontaneous and planned so that it can achieve some continuity, while allowing those persons in need of further help to obtain it at the time and in the subject areas in which they feel most in need.

JOB DEVELOPMENT AND PLACEMENT

The ultimate aim of any manpower service program is to help individuals to become independent, productive citizens. Findings in the area of job development included:

- To be successful, job development and placement must be supported throughout by a program of individual and group counseling.
- The greatest untapped resource for job placement of the youth in this population is with small employers since most intensive placement programs have been directed toward large firms.
- Job development and placement efforts are more successful when approached on the basis of what an individual worker can contribute.

Approaches to an employer on a group basis have proved much less successful.

- Trade and service organizations are sometimes good job development resources.
- While it is important to place youths in jobs at their maximum skill levels, placement in employment requiring greater skills than the youths possess is injurious to the youths, the employer and the program.
- While much has been written about the uniqueness of individual workers, attention must also be given to the uniqueness of each employer and the kind of person that is most likely to be able to meet his work demands.
- The policeman on the beat may be an effective job-finding resource.
- There should be constant evaluation of employer needs in the community so that the vocational training phase of MDTA programs can meet the demands of the labor market.

FOLLOWUP

Observations in this area include:

- Regular followup is essential to the provision of services and to the accurate collection of data.
- Subprofessionals with less than a high school education can conduct the followup interviews effectively; however, these staff members must receive thorough and ongoing inservice training and should be supervised by a professional staff member.
- Followup visits can be flexible within certain limits and should be pursued on the basis of the direction taken by the individual during his early contacts with the program. A standard followup period of two to three months was found to be workable if supplemented by other contacts as needed.

CHANGES IN MANPOWER DEVELOPMENT AND TRAINING PROGRAMS

In the 1964-65 final report of the first NCCY experimental and demonstration project, certain changes in MDTA were suggested. Our experience under this project has further convinced us of the validity of the previous suggestions and they are restated as follows:

- Physical examinations and followup medical services should be set up and funded as part of each MDTA program. This would give the various health departments in the communities adequate financing to plan the staffing for these physical examinations and followup medical services. It would also give the students in MDTA training time to have disabilities corrected prior to entry into the military service or the civilian labor force.
- Programs to promote physical fitness (swimming, team sports, etc.) are important for each youth's well-being and self-image. They provide an opportunity for the discussion and improvement of

personal hygiene which should be part of the MDTA program.

- There is a need for a loan fund in each experimental and demonstration project that could be used by the youth for basic necessities to tide him over until he actually gets into a training program and receives a training allowance or gets a job.

- All those in MDTA classes should be given thorough eye examinations; and where needed, remedial services and eye glasses should be provided. The importance of this recommendation is demonstrated by the fact that the D. C. Optometric Center, in their eye examinations of a small sample of the youth in the program, found that all had vision difficulties.

- Group counseling should be emphasized as an essential part of each MDTA program. Major benefits to be derived by the youth from such a program include:

  the stimulus to assist and support each other in their individual efforts in the program by using adult guidance as a resource;

  increased perception by the individual of his own behavior and his control over it by placing upon him some responsibility for the overall group performance;

  a forum where problems regarding training and job performance may be examined and dealt with through peer discussion and adult guidance;

  an opportunity for personal problems to be discussed and worked out in a constructive manner;

  a measure of support during the waiting period for those who cannot be immediately placed in training.

- The counseling staff of all MDTA programs should be given at least one week of inservice training as to the purposes, techniques and goals of group counseling.

- A workshop for teachers involved in training programs should be held by the school system and the experimental and demonstration program in order to:

  acquaint the teaching staff with the academic needs of the youth they will be teaching;

  give the teaching staff adequate time to prepare and plan curriculum that will be useful to the students;

  give the teaching staff an opportunity to evaluate the curriculum and techniques of previous classes held for the students to determine the best methods to be used in future classes;

  provide the basis for planning weekly meetings which should be held by the teachers to evaluate the progress of the students.

EVALUATION OF MDTA PROGRAMS

In order to allow for the adaptation of curriculum and techniques to other programs, we again restate recommendations from our report of the 1964-65 project:

- Evaluation of MDTA programs should be built in.
- Feedback to training and referral staffs should be utilized in an effort to produce the best program possible.
- Findings and recommendations of the evaluation should be printed and distributed by the Office of Manpower Policy, Evaluation and Research and the Office of Education to give guidelines to other communities in the Nation.

INTERAGENCY COORDINATION

Constructive methods and techniques of improving coordination between cooperating agencies is recommended as follows:

- A staff member should be stationed at the Recruiting Main Station with the permission of the Department of Defense, to screen and recruit volunteers who fail the Armed Forces Qualifications Test.
- A procedure should be set up with the Department of Defense to secure serial numbers and first duty stations for youth enlisting in the service through such experimental and demonstration programs.
- The Department of Defense should be involved in the followup program to determine the effectiveness of young men who have been a part of experimental and demonstration programs. A limited study was done by the Department of Defense (See Appendix p. 143).
- Coordination between the Department of Defense and such programs should be established concerning changes in Armed Forces entry requirements to enable project staffs to adjust training and services accordingly.
- The Department of Defense should provide space for such new programs and encourage cooperation of main station and outstation recruitment personnel.
- Interfederal liaison staff should be assigned in urban centers to coordinate federal manpower programs, to avoid overlapping and duplication and to encourage the sharing of ideas and experience.
- Permanent ongoing agencies in the communities should be involved in services and training with all experimental and demonstration programs in their respective communities.

Section IV

The Problem

IDENTIFICATION

It is a national concern that large numbers of young men are unable to fulfill a desire to enlist in the Armed Forces because of their inability to meet the minimum academic requirements. Some of these youths fail to meet the standards because of educational difficulties but, as Colonel George H. Walton states in The Wasted Generation, "Most of them are intelligent enough to be good soldiers."[1]

Experience has shown that youths who fail to meet the academic requirements for military service are often experiencing difficulties in civilian life. They find it difficult to get or to keep a job. They are frequently lacking in self-esteem and are often treading the narrow path that separates acceptable from antisocial behavior. These youths may be economic burdens on their families or on the communities in which they live. As the late President John F. Kennedy said, "A young man who does not have what it takes to perform military service is not likely to have what it takes to make a living."[2]

Despite the antimilitary service pronouncements of a small segment of this country's youthful population, a vast majority of our young men feel committed to spending some time in the Armed Forces. They see this as a responsibility and as a part of building their own masculine image. It is often, therefore, a devastating blow to be deemed unfit for the service. The purpose of the project was to reach a segment of this population at the time of their rejection in order to help them to view their failures as only temporary setbacks and to offer remedial programs geared toward helping them become productive citizens either in civilian or military life, depending upon their own interests, capabilities and qualifications.

The experience the first year of operation under the initial project yielded some definitive characteristics of the youth in the target population. It was determined that more than 80 percent were Negro, 36 percent lived with both parents, one-third lived at their current address for less than nine months, 70 percent were unemployed, more than 90 percent were school dropouts, and the rate of law violations was high. The chronic nature and the acuity of the problems the youths faced made it apparent to us that they were in need of more extensive supportive services than could be provided with the number of staff available under the first contract. In order, then, to provide a greater range and more "in-depth" services in counseling, job development, placement and followup, additional staff was requested under this contract. The impact of additional staff and the expanded program is documented in subsequent sections of this report.

EXPERIMENTAL AND DEMONSTRATION FEATURES

Experimental and demonstration features of this program have included:

- The use of military recruiting stations as a source for identifying and reaching members of the target population. It was decided to ascertain whether or not significant numbers of youths in need of help could be identified at these recruiting stations and whether or not these youths would be amenable to our services at the time of their rejection.

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[1] Walton, Col. George H., The Wasted Generation, Chilton Co., December 1965.

[2] As quoted by Col. George H. Walton in an article, "Why Half Our Draftees Flunk," This Week, March 13, 1966

- A commitment to develop and utilize external training resources rather than to have internal control over the training. It also seemed important to test the feasibility of depending upon permanent agencies and services to provide training after the youths had been identified, their problems had been isolated, and the precise kind of training desired and needed had been determined. If these permanent agencies were to set up and control the training, it seemed there would be a greater likelihood that the training programs would, in time, also become permanent rather than be terminated at the conclusion of the demonstration program.

- The minimum use of screening devices at intake. The only requirements were that a youth be between seventeen and twenty-two years of age and, on the negative side, that he had failed a screening test for one of the branches (Army, Air Force, Navy, Marine Corps, Coast Guard) of the military service. This "negative qualification" would, it was felt, assure that the project staff would be placed in contact with youths who needed help and not those who could "make it on their own." We recognized that this would represent some risk in terms of statistical representation of accomplishments (the feeling being that the "success rate" would be lower with this negatively qualified group), but NCCY was prepared to take these risks.

- Further experimentation with agency-trained or subprofessional staff. It was felt that early experiences with non-professional staff justified further use of this category of workers. It was also desirable to further explore the kinds of tasks these staff members could and could not perform and to develop some written guidelines designed to facilitate the training of this kind of personnel.

- A cooperative venture with other services to develop some innovative techniques and instruments for instructing youth in basic education, non-verbal reasoning and tool recognition. The premise here was that NCCY, through the counselors, would help to determine the needs of the youths and would assist the agencies providing training in the development of materials. When necessary, consultants would be used as supplementary resources.

- The use of a full-time job development and placement officer on each project staff to provide prompt referrals of youths whose primary interests were in employment, either as a supplement to or in lieu of training. The emphasis here was on immediate service, since prior job seeking experience had not produced fruitful results. If job referrals could be made at the point at which the youth expressed a desire to find work, his frustration would be lessened, the number of unkept appointments minimized and the youth's attitude toward the "world of work" would be more positive.

- Development of multiple skills among professional and non-professional staff members. It was anticipated that staff could be used in a variety of ways in order to assure a continuity of service and a more comprehensive understanding of the total program on the part of all personnel. It was hoped that the counselors might, at some point, be involved with job development, the job developer with counseling, and the subprofessional staff might, within certain limitations, be involved with each of these areas.

- The use of regularly scheduled and supplementary followup visits in order to maintain a continuous picture of the status of youths in the program. Visits were routinely set for three months after intake. Other followup visits were made on special groups of youths within the target population. This, provided a means of "reoffering" services to those who had not made satisfactory use of our original planning; and also facilitated statistical self-evaluation of our services.

- The use of volunteer agencies and individuals within the scope of the needs of the youths. The objectives were to develop a cadre of individuals or services which could be available to provide specific services on call under the guidance of the project staff; and to develop the same kind of relationship with volunteer service agencies or civic or business groups which were willing to support a community service activity such as our own.

These experimental and demonstration features gave added significance and import to the study. All of them contributed to the kind of overall service that NCCY was able to give and brought about a qualitative and scientific approach to these particular problems that would have been difficult to develop in the absence of these features. Subsequent sections of this report will give some indication of the findings in these areas.

Section V

Characteristics of the Target Population

The President's Task Force on Manpower Conservation in 1963 found that 21.5 percent of the young men of the nation who were examined at army induction centers were rejected for failure to qualify on the Armed Forces Qualifications Test. From a nation-wide survey of 2,500 such rejectees, the task force found that a great proportion were "children of poverty."[1] However, not included in the survey were large numbers of youths who were disqualified at the armed service recruiting stations because they failed the enlistment screening test. In 1964-65 the National Committee for Children and Youth conducted an experimental and demonstration program dealing with this latter population. A similar pattern of "poverty" characterized these youths in the first project.[2]

In NCCY's second project, the picture which emerged from analysis of characteristics was again one of the undereducated, unemployed, and underprivileged urban youth. These findings are summarized below and they provide a profile that is consistent with the growing body of literature on the youth of the ghetto.

- Almost 1,200 youths were referred to the project. The characteristics were computed from a sample of 1,009; 509 from Washington and 500 from Baltimore.
- Eighty percent were between seventeen and nineteen years old.
- Eighty-three percent were Negro.
- Only one-third lived with both parents.
- One-fourth lived with their mothers only.
- Three out of four had spent the major part, if not all, of their lives in Washington or Baltimore.
- Almost one-third had lived at their current address less than one year.
- Seventy-eight percent had not completed high school.
- Only 12 percent had graduated.
- Ten percent were still attending school.
- The median grade completed was 8.8.
- Sixty percent were neither in school nor employed.

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[1] The President's Task Force on Manpower Conservation. One-third of a Nation. Washington: U. S. Department of Labor, 1964.

[2] The National Committee for Children and Youth. Coordination of Related Services, Individual Planning for and Followup of Rejected Army Volunteers. Washington: U. S. Department of Labor, 1965.

- Two-fifths had adult and/or juvenile law violations.

Despite this depressing view, over one thousand youths made the initial steps toward implementing a significant change in their lives, evidenced by their efforts to enlist in the Armed Forces and, when rejected, sought assistance through the project office.

AGE

While the contract specified that the project would work with youths between the ages of seventeen and twenty-two, 80 percent were actually between seventeen and nineteen years of age (Figure 1). Thirty-two percent were seventeen years of age; 31 percent were eighteen; and 17.6 percent were nineteen. This latter age distribution is probably related to the fact that a large number had withdrawn from school. National data on dropouts reveals that the greatest percentage leave at age sixteen when school attendance is no longer compulsory and, during the shift from junior to senior high school. According to this data on dropouts, the ninth and tenth grades and ages sixteen and seventeen have the highest attrition rates.[3]

Other explanations accounting for this high percentage between seventeen and nineteen are that some employers are reluctant to hire unskilled youths, particularly those under eighteen; many young men become very conscious of military service at age eighteen when they are required to register for selective service classification; and many youths do not want to wait until drafted. They may, in fact, enlist at age seventeen with parental consent.

It should be noted that Baltimore had twice as many seventeen-year-olds as Washington (42.6 percent as opposed to 21 percent). However, Washington had double the number of twenty and twenty-two-year-olds (10.6 percent as opposed to 5.6 and 10.4 percent as opposed to 3.2 percent respectively). Area differences related to the availability of jobs for unskilled youths may explain the variance between the number of seventeen-year-olds in the two project cities. The number of youths referred to the Washington project by Selective Service appears to explain the differences in the twenty and twenty-two-year-old groups.

RACIAL DISTRIBUTION

Over four-fifths of the youths referred to the program were Negro. Almost 92 percent of the youths in Washington were Negro as compared with 75 percent in Baltimore (Figure 1). This distribution reflects to some extent the racial compositions of both cities. According to Wattenberg and Scammon in This U.S.A.[4] in 1960, Washington, the Nation's ninth largest city, had a Negro population of 54 percent, and Baltimore, the sixth largest city, had a Negro population of 34 percent. The locations of the recruiting stations referring the youths also affect the racial distribution of the project's sample. By far, the largest number of referrals were from the main recruiting stations located in the inner city areas.

To a greater extent the distribution reflects the low level of academic achievement and performance of many Negro youths. In terms of military service, this fact was illustrated by the number of Negro men on a nation-wide basis who failed the Armed Forces Qualification Test. The Office of Manpower Policy, Evaluation and Research of

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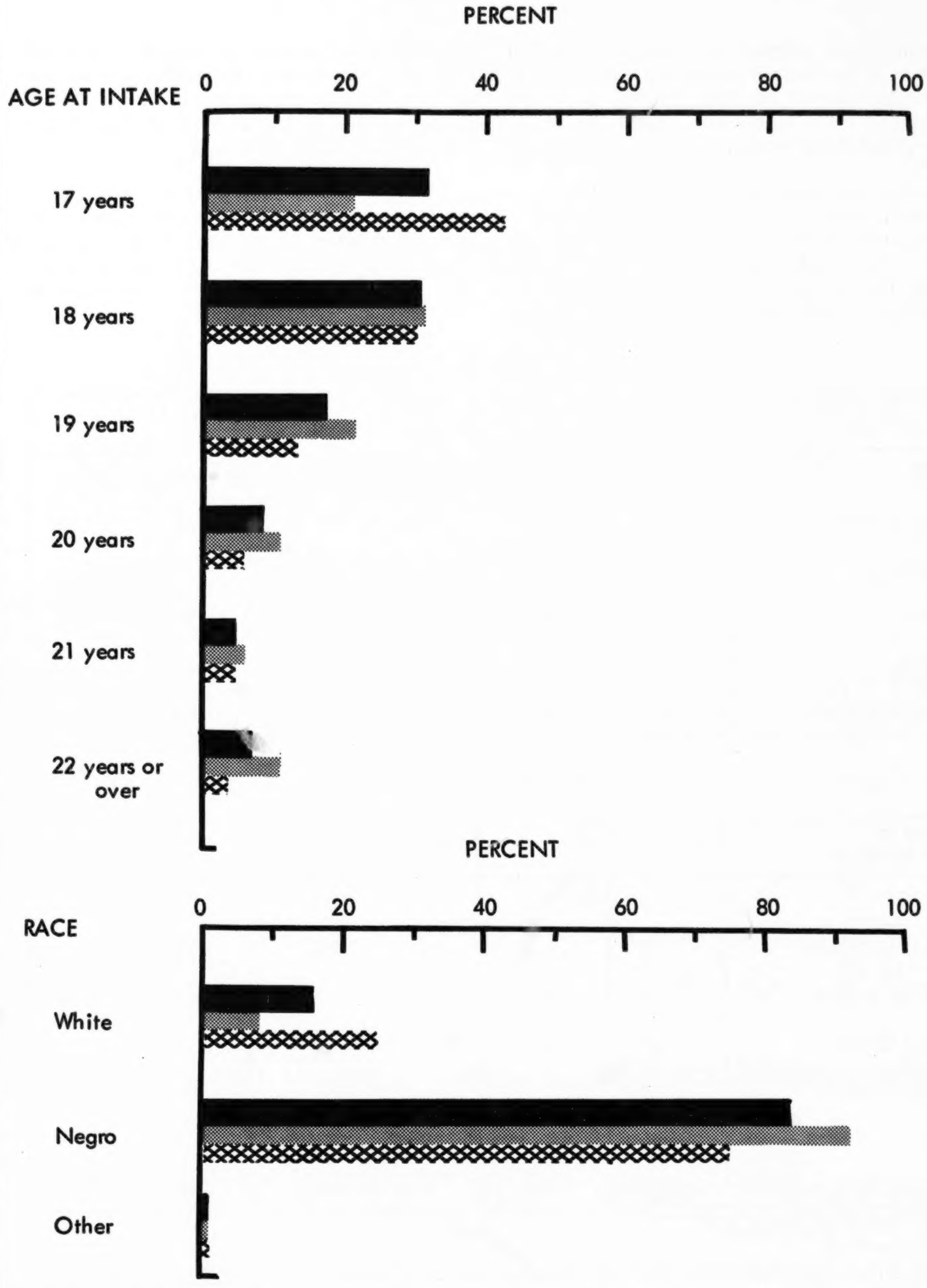
[3] Sofokidis, Jeanette H. and Sullivan, Eugenia, "A New Look at School Dropouts." Reprint. Health, Education and Welfare Indicators, April, 1964. U.S. Department of Health, Education and Welfare.

[4] Wattenberg, Ben L. and Scammon, Richard M., This U.S.A., Garden City, New York: Doubleday and Company, Inc. 1965.

FIG. 1 - PERCENTAGE DISTRIBUTION OF AGE AND RACE OF TOTAL SAMPLE



of the U. S. Department of Labor[5] reported that 56 percent of the Negros tested failed in contrast to 15 percent of white youths.

MOBILITY

Seventy-four percent of the total number of youths interviewed at intake had lived in Washington or Baltimore more than ten years (Table 1). However, the Baltimore sample had a greater number of persons in this category than the Washington sample (84.8 percent compared to 63.7 percent). This finding is related to the fact that more persons migrate to the Washington area.

Despite the fact that over half of the youths had lived in either project area the major part of their lives, the youth or his family was very mobile within the cities (Table 2). Almost two-thirds of the sample had lived at their current address less than five years. In Washington, one-fourth had lived at their current address less than six months. It is generalized that the unstable economic conditions of this population account for this high degree of intra-city mobility.

TABLE 1

Length of Residence in Project Area	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
Less Than 1 Year	76	7.5	60	11.8	16	3.2
1 - 2 Years	70	6.9	51	10.0	19	3.8
3 - 5 Years	59	5.8	41	8.1	18	3.6
6 - 9 Years	55	5.5	32	6.2	23	4.6
More Than 10 Years	749	74.2	325	63.8	424	84.8

TABLE 2

Time Lived at Current Address	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
Less Than 6 Months	196	19.4	126	24.7	70	14.0
6 Months to 1 Year	113	11.2	70	13.7	83	8.6
1 Year to 2 Years	121	12.0	64	12.6	57	11.4
2 Years to 5 Years	209	20.7	81	15.9	128	25.6
5 Years to 10 Years	185	18.3	71	13.9	114	22.8
10 Years or More	185	18.3	97	19.1	88	17.6

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[5] The Office of Manpower Policy, Evaluation and Research, The Negro Family, The Case for National Action. Washington, D. C., U. S. Department of Labor, 1965.

MARITAL STATUS

Nearly 98 percent of the youths in the projects' sample were single (Table 3). This percentage is consistent with the trends of marital status data for youths of this age nationally.[6] Most youths of the Nation marry at twenty-two. Considering the educational level, job skill level and the high rate of unemployment of the project's youths, marriage, at best, would be extremely difficult.

While only 2.3 percent had been married, it is interesting to note that 8 of these 23 youths were separated or divorced. Ninety percent of the sample had no dependents.* Despite the fact that only 2.3 percent had been married, 10 percent of the young men had one or more dependents (Table 4).

TABLE 3

Marital Status of Youth	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
Single	986	97.7	502	98.6	484	96.8
Married	15	1.4	5	1.0	10	2.0
Sep./Div.	8	.8	2	.4	6	1.2
Widowed						

TABLE 4

Number of Dependents	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
None	907	89.8	457	89.7	450	90.0
One	76	7.5	43	8.4	33	6.6
Two	15	1.6	5	.9	10	2.0
Three	10	1.0	3	.6	7	1.4
Four/More	1	.1	1	.2		

FAMILY

From the data on selected family characteristics of the project's youths, an atypical family pattern becomes evident. Frazier,[7] Pettigrew,[8] and the Office of Economic

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[6] Wattenberg, Ben L. and Scammon, Richard M., op. cit., p. 20.

[7] E. Franklin Frazier, The Negro in the United States, Revised Edition, New York: Macmillan, 1957.

[8] Thomas F. Pettigrew, A Profile of the Negro American. Princeton, New Jersey: D. Van Nostrand Company, Inc., 1964.

* Other than self.

Opportunity[9] have presented data showing that large numbers of persons of "poverty" have very unstable and disruptive family organization. The above authors have found that many of these families are matriarchal in structure, have a prominent absence of men, have high rates of unemployment, and have a number of children exceeding the national median.

Living Arrangements

As can be seen in Figure 2, only 37 percent of the youths in the present project lived with both parents. The percentage of persons living with both parents was much higher among the Baltimore group than the Washington group (46.8 percent compared to 28.4 percent). Twenty-four percent of the total number of 1009 youths lived with mothers only, with very little difference between the percentages of the samples of the two cities.

While the total percentage of youths living with other relatives was 17 percent, the difference between Washington and Baltimore should be noted. Twenty-three percent of the Washington group (509) in contrast to 11 percent of the Baltimore group (500) lived with other relatives. Also, three times as many youths of the Washington group lived alone as the Baltimore group (11.4 percent and 3.8 percent).

The important point that is demonstrated by these data on living arrangements is that large numbers of youths were living in households where a father or father surrogate was not present. Current psychological data suggested the detrimental effects on the personality and the well-being of persons reared in such an environment.[10]

Number of Children in Family

The median number of children in the families of the youth of the project was 4.4. The five most frequent family sizes were: families of nine or more children (15.1 percent of the youth); five children (13.2 percent); of four (13.0 percent); two children (12.4 percent); and six children (11.8 percent). It is interesting to note (Table 5) that the lowest percentage of youths were from families of one child, while the highest percentage were from families of nine or more children.

TABLE 5

Number of Children in Family	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
One	68	6.7	36	7.0	32	6.4
Two	125	12.4	63	12.3	62	12.4
Three	111	11.0	49	9.0	62	12.4
Four	131	13.0	63	12.3	68	13.6
Five	133	13.2	65	12.7	68	13.6
Six	119	11.8	49	9.6	70	14.0
Seven	81	8.0	42	8.2	39	7.8
Eight	89	8.8	46	9.0	43	8.6
Nine	152	15.1	96	18.9	56	11.2

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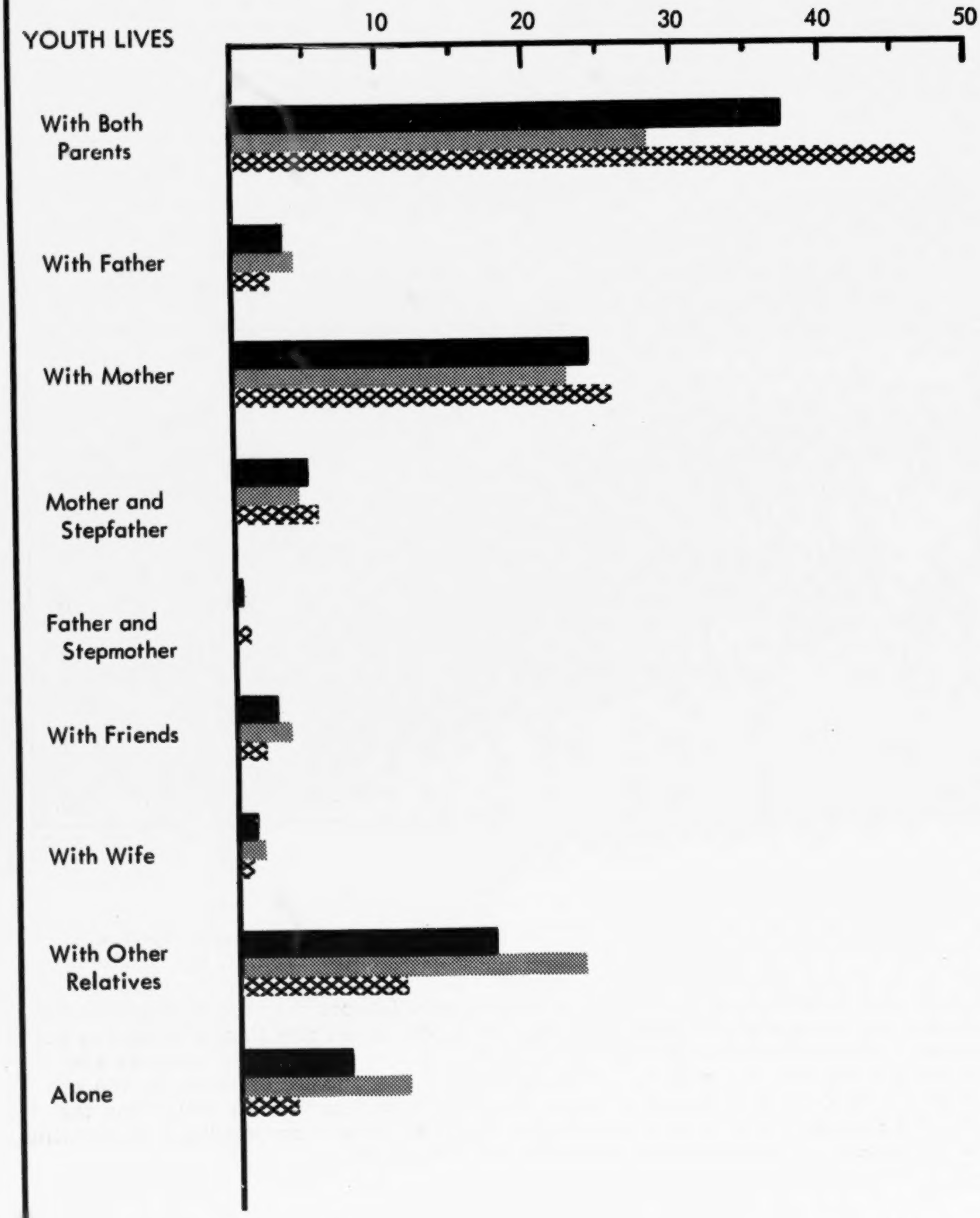
[9] Office of Economic Opportunity, Dimensions of Poverty in 1964, October 1965.

[10] Wattenberg, Ben L. and Scammon, Richard M., Op. cit., p. 20.

FIG. 2 - PERCENTAGE DISTRIBUTION OF LIVING ARRANGEMENTS OF TOTAL PROJECT SAMPLE



Wattenberg and Scammon[11] reported the national median number of children for families was 2.2 in 1960. Families of three children occurred most often, followed by families of two and families of one child, in that order.

The number of children in the families of the project's population is consistent with data on the number of children in families of persons in "poverty" and non-whites.[12]

Ordinal Position of Birth

While the youths of this sample were from families with a median of 4.4 children, their median position of birth however, was 1.6. That is, they were most frequently the oldest child or next to the oldest. This may account for the fact that financial reasons were frequently given for leaving school.

TABLE 6

Youths Ordinal Position of Birth	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
1st	351	34.8	172	33.8	179	35.8
2nd	256	25.4	126	24.7	130	26.0
3rd	141	14.0	63	12.4	78	15.6
4th	101	10.0	55	10.8	46	9.2
5th	54	5.3	34	6.7	20	4.0
6th	31	3.0	17	3.3	14	2.8
7th	25	2.5	9	1.8	16	3.2
8th	18	1.8	11	2.2	7	1.4
9th or Over	32	3.2	22	4.3	10	2.0

EDUCATION

The most significant characteristic of the project's sample was the inadequate educational preparation of the youth. Failure on the enlistment screening test gives a clear indication of deficient academic achievement. The following data illustrates the extent of this lack of educational success. The interrelated factors that are causing and perpetuating this alarming state of affairs among the youth of the ghetto are becoming increasingly clear. These factors are: the high rate of unemployment of the parents and guardians of the youths with the accompanying devastating economic conditions; the affect of attending inner city segregated schools, usually of substandard quality; and the failure of the educational systems in attempting to make an attack on problems of revising, devising and implementing instructional methods and materials.

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[11] Wattenberg, Ben L. and Scammon, Richard M., op. cit., p. 20.
[12] Office of Economic Opportunity, op. cit., p. 24.

Current School Enrollment

Nearly 80 percent of the total sample had left school (Figure 3). This "dropout" rate was the same as the results of the survey of AFQT rejectees conducted by the Task Force on Manpower Conservation.[13]

Only nine percent of the 1009 youths were still in school. Eleven percent had graduated from high school. There was very little difference in the frequencies of the school enrollment categories between Washington and Baltimore.

Type of School Attended

The analysis of the school last attended by the youths, is presented in Table 7. Nearly all youths still in school (89) at intake attended Washington or Baltimore Public Schools. Of those who had completed high school (117), 65 percent had graduated from Washington or Baltimore Public high schools. However, 93 percent of the high school graduates at the Baltimore project had completed school in Baltimore, as compared with only 45 percent at the Washington project.

Where did the "dropouts" last attend school? Seventy-eight percent went to public schools in the project areas. As was expected, a larger percentage of the Baltimore sample attended public school there (92 percent vs. 63 percent). It is interesting to note that 34 percent of the Washington sample attended school outside of the District, most of them having migrated from the southern states.

[13] The President's Task Force on Manpower Conservation, op. cit., p. 19

FIG. 3 - SCHOOL ENROLLMENT AT INTAKE OF TOTAL SAMPLE

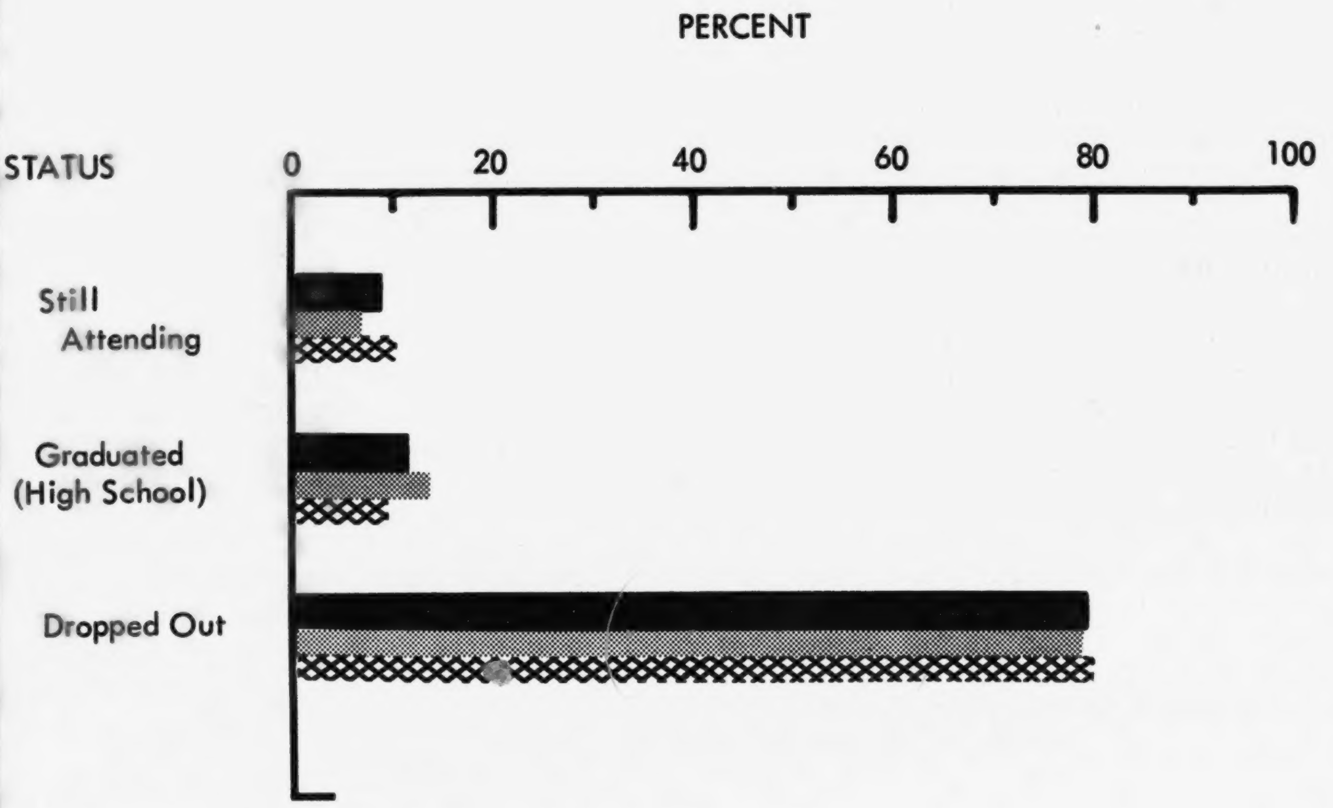

TABLE 7

Still Attending	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	89	100	37	100	52	100
DC/B Public	86	96.6	35	94.5	51	98.0
Other Public	3	3.3	2	5.4	1	1.9
Graduated						
TOTAL	117	100	69	100	48	100
DC/B Public	76	64.9	31	44.9	45	93.7
DC/B Private	1	.8	1	1.4		
Other Public (Outside D.C. or Baltimore)	36	30.7	33	47.8	3	6.2
Other Private	1	.8	1	1.4		
Adult Education	1	.8	1	1.4		
Other	2	1.7	2	2.8		
Withdrawn						
TOTAL	803	100	403	100	400	100
DC/B Public	627	77.8	256	63.5	371	92.7
DC/B Private	3	.3	2	.5	1	.2
Other Public	162	20.1	137	33.9	25	6.2
Adult Education	4	.4	4	1.0		
Other	7	.8	4	1.0	3	.8

Age When Leaving School

Fifty-seven percent of the project's "dropouts" had left school on or before their sixteenth birthday. Forty-eight percent left at age sixteen. There was a marked difference between the Washington and the Baltimore projects (Table 8) in the age when the youths withdrew from school, although the age at which compulsory attendance ends is sixteen for both cities. Only 45 percent of the youths (403) in the Washington project left at sixteen or younger (36.5 at sixteen years), while 70 percent of the youths (400) at the Baltimore project withdrew at or before sixteen years of age (61 percent left at sixteen).

TABLE 8

Age When Leaving School (Dropouts)	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	803	100	403	100	400	100
-14	6	.7	4	1.0	2	.5
14	11	1.4	7	1.7	4	1.0
15	54	6.7	24	6.0	30	7.5
16	393	48.9	147	36.5	246	61.5
17	217	27.0	129	32.0	88	22.0
18	95	11.8	73	18.1	22	5.5
19	20	2.5	13	3.2	7	1.8
20	6	.7	5	1.2	1	.2
20+	1	.1	1	.3	0	

Highest Grade Completed

The median grade completed for the entire project sample was 8.9. Of the youths still attending school, 38 percent had completed the ninth grade, 33 percent completed the tenth grade, and 19 percent completed the eleventh grade (Table 9). The median highest grade completed for those youths (803) who had dropped out of school was 8.6. Sixty percent had dropped out before completing the tenth grade. Thirty-one percent left after the ninth grade and 19 percent left after the eighth grade. As shown in Table 9, a higher percentage of the Baltimore dropouts left school at each grade from fifth through the ninth than those from the Washington project.

Reasons for Not Completing School

Eighty percent of the youths had dropped out of school before completing their high school education. Each youth was asked to indicate his primary reason for terminating his education. The largest single group, 27 percent, indicated that they dropped out because of adjustment problems; that is, the inability to "get along" with school personnel or their student peers. Another group, constituting 23 percent of the total, indicated that they lost interest because they felt their classes were "dull" or inappropriate. A combined total of 31 percent cited financial reasons for terminating their education. These youths indicated that they had to support themselves (16 percent) or help to support their families (15 percent). The youths were reluctant to cite low achievement as a factor, with only 5.6 percent giving this as a reason. This figure is clearly low since failure to successfully negotiate the Enlistment Screening Test is, in itself, an indication of low achievement.

FIG. 4 - PERCENTAGE DISTRIBUTION OF REASONS GIVEN FOR NOT COMPLETING SCHOOL (BASED ON 803 "DROPOUTS")

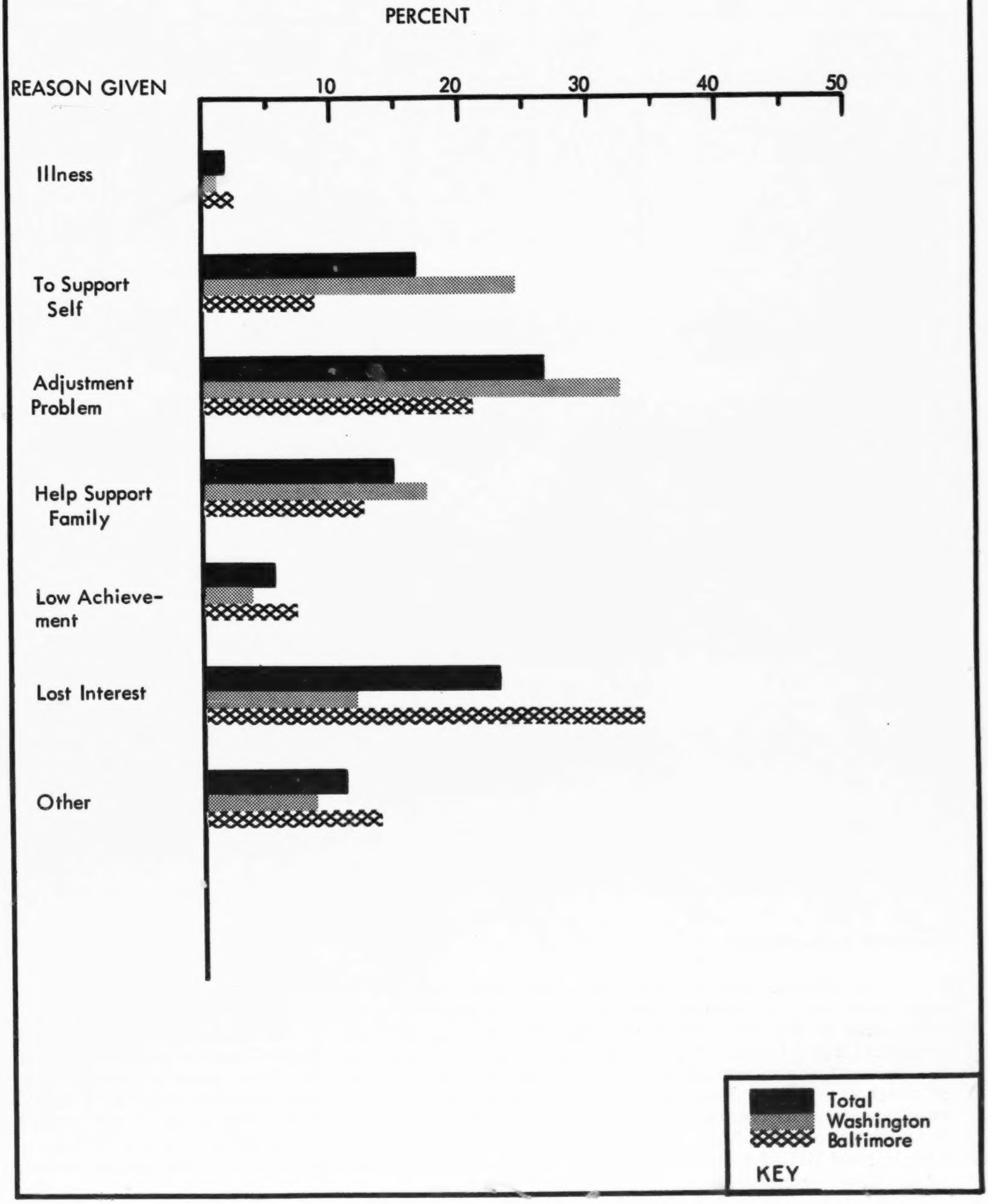

TABLE 9

Grade Completed	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
Still Attending School	89	100	37	100	52	100
8th	5	5.6	2	5.4	3	5.7
9th	34	38.2	13	35.1	21	40.3
10th	30	33.7	16	43.2	14	26.9
11th	17	19.1	4	10.8	13	25.0
12th	3	3.3	2	5.4	1	1.9
Graduated						
12th						
TOTAL	117	100	69	100	48	100
Dropped Out						
TOTAL	803	100	403	100	400	100
0-4th	1	.1	1	.3		
5th-6th	17	2.1	5	1.2	12	3.0
7th	57	7.1	19	4.7	38	9.5
8th	156	19.4	57	14.1	99	24.7
9th	255	31.8	122	30.3	133	33.3
10th	220	27.4	136	33.8	84	21.0
11th	97	12.1	63	15.6	34	8.5

Number of Grades Behind

An attempt was made to determine how many grades behind the school dropouts were when they terminated their education (Table 10). This was done by comparing age with grade at the time the youth dropped out of school and by examining these in terms of the usual age at which a youth reaches a particular grade. These data revealed that only 4.2 percent of the youths were clearly at grade level. Another 15.1 percent, depending on their actual birthdate, were either at grade level or one year behind. Almost 40 percent were one to two grades behind. The remaining youths were from three to six grades less advanced in school than their chronological peers. This would substantiate the widely held belief that youths who drop out of school have achieved poorly during their educational experience.

TABLE 10

Number of Grades Behind (Dropouts)*	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	803	100	403	100	400	100
Zero	34	4.2	20	4.9	14	3.5
0 or 1	122	15.1	65	16.1	57	14.2
1 or 2	306	38.1	150	37.2	156	39.0
2 or 3	225	28.0	116	28.7	109	27.2
3 or 4	83	10.3	37	9.1	46	11.5
4 or 5	26	3.2	11	2.7	15	3.7
5 or 6	7	.8	4	.9	3	.7

EMPLOYMENT

One of the serious problems confronting our industrialized and urbanized society is that of massive unemployment of youth. This problem is particularly acute among the poorly educated, the poor and minority group youth who comprise the largest part of our sample. Herman P. Miller states that "The high rate of youth unemployed is particularly distressing not only because of the immediate hardships it causes for the youngsters and their families, but also because it undermines training programs and the attempts to prevent school dropouts."[14]

As prior experience had indicated, employment was a major problem area for the youth referred to our program. The problem involved not only unemployment, but the fact that those youths who were working at intake, most often held menial, low-paying jobs offering little security or chance for advancement. The development of jobs with growth opportunities is a challenge which must be coped with if the productive potential of this population is to be effectively utilized.

Employment Status at Intake

Of the 1009 youths in the total sample, 920 were considered employable at intake (Table 11). The remaining 89 youths were in school and were not, therefore, a part of the labor market. As had been hypothesized, a large majority of the youths were unemployed at intake. Nearly 70 percent of the employable population were not working. Only 30 percent held full-or part-time jobs. While the employment rate among high school graduates was considerably higher than that of school dropouts, the seriousness and complexity of youth employment problems among this population are emphasized by the fact that more than half of the employable high school graduates were not working at intake (Figure 5).

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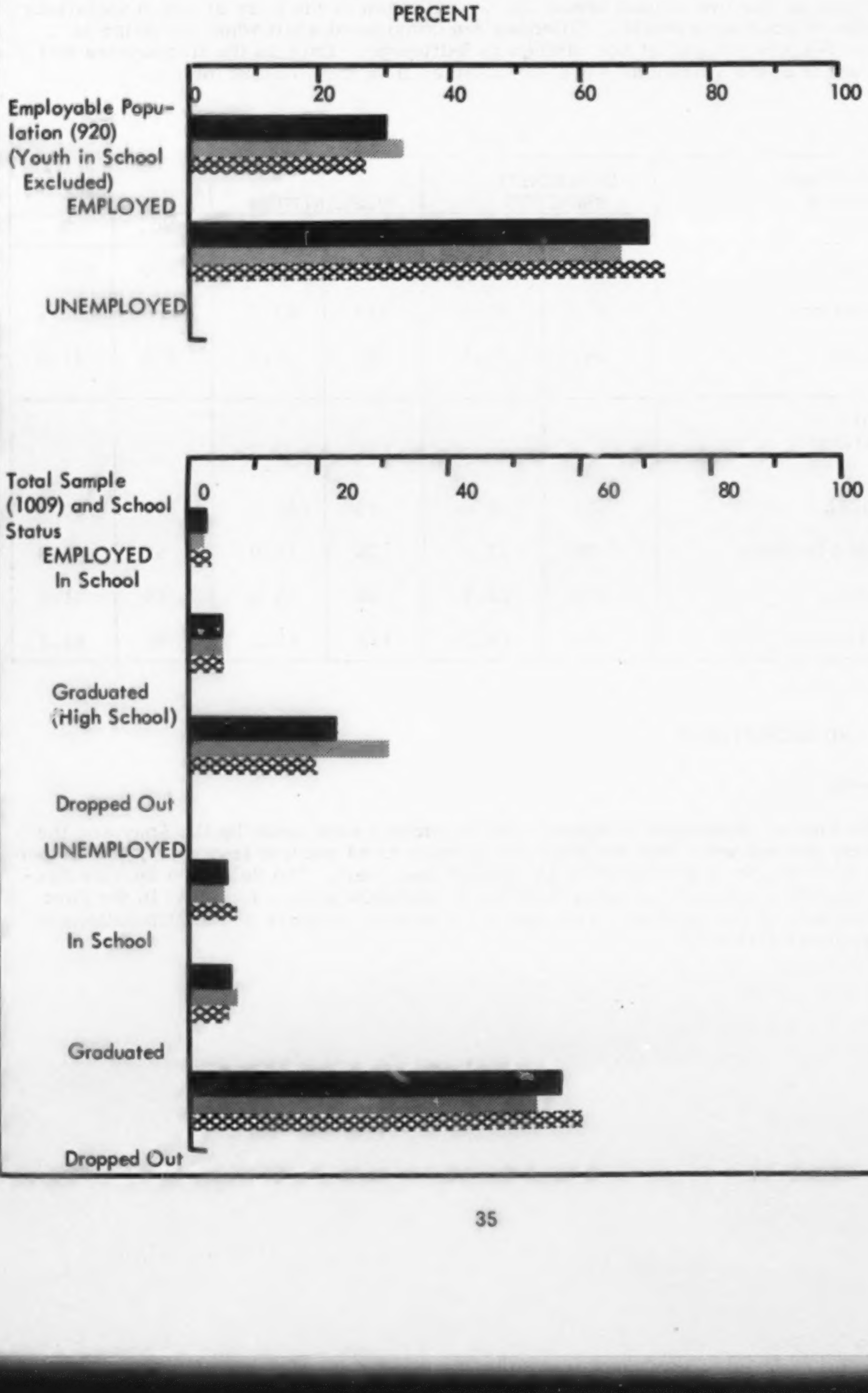
*Based on normal age for corresponding grade.

[14] Miller, Herman P., "The Job Gap", New York Times Magazine, The New York Times Company, New York, May 8, 1966.

TABLE 11

Employment Status At Intake	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	920	100	472	100	448	100
Employed (Full-time or Part-time)						
TOTAL	278	30.2	159	33.6	119	26.5
Graduated	52		30		22	
Dropouts	226		129		97	
Unemployed						
TOTAL	642	69.7	313	66.3	329	73.4
Graduated	65		39		26	
Dropouts	577		274		303	

FIG. 5 - PERCENTAGE DISTRIBUTION OF EMPLOYMENT AT INTAKE FOR "EMPLOYABLE" POPULATION AND TOTAL SAMPLE RELATED TO SCHOOL STATUS



LEGAL INVOLVEMENT OF YOUTHS

Almost 40 percent of the intake sample reported previous law (Table 12) violations. The percentage for the Baltimore project was slightly higher than Washington's (41.8 compared to 36.5 percent respectively). However, 50 percent of the 395 youths with violations had juvenile records only. Differences between the percentages of adult and juvenile violations for the two project areas can be attributed to the ages at which violations are considered adult or juvenile. (Offenses are considered adult when occurring at eighteen in Washington and at age sixteen in Baltimore). Data on the frequencies and specific nature of the violations were not obtained from the youth at intake.

TABLE 12

Record of Law Violations	COMBINED PROJECTS		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
No Violations	614	60.9	323	63.5	291	58.2
Violations	395	39.1	186	36.5	209	41.8
Type of Violations						
TOTAL	395	100	186	100	209	100
Adult and Juvenile	83	21.0	26	14.0	57	27.3
Adult Only	114	28.9	48	25.8	66	31.6
Juvenile Only	198	50.1	112	60.2	86	41.1

MILITARY AND RECRUITMENT

Referral Source

The highest proportion of referrals to the project were made by the Army and the Navy. Sixty percent were from the Army (in contrast to 84 percent last year), and 24 percent were from the Navy (compared to 10 percent last year). The Selective Service System in Washington referred 7.8 percent of the Washington project sample. In the first contract the bulk of the referrals came from Army sources because of the stipulations of the first contract (Table 13).

TABLE 13

Referral Source	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
Army	601	59.6	255	50.1	346	69.2
Navy	241	23.9	127	25.0	114	22.8
Air Force	63	6.2	47	9.2	16	3.2
Marine Corps	61	6.0	40	7.9	21	4.2
Coast Guard	3	.3			3	.6
Selective Service	40	4.0	40	7.8		

Primary Reasons for Enlistment

By far, the greatest majority of the youths indicated that they wanted to join the service in order to receive further training (Table 14) that is, in the form of a trade or technical skill which could be used in civilian life or in the form of remediation enabling the completion of high school education or its equivalent.

This desire to receive training presents a picture of this group different from the popular notion of disinterest, lack of motivation and little desire for general self-improvement. The data from many studies of the disadvantaged in the last several years tend to suggest that this population does have hopes, and wishes to succeed, not unlike the more advantaged members of the society.

TABLE 14

Reason for Enlistment	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
Training	677	67.1	427	83.9	250	50.0
Travel	50	5.0	27	5.3	23	4.6
Economics	57	5.6	19	3.7	38	7.6
Status	54	5.3	12	2.3	42	8.4
Military Obligation	17	1.7	5	1.0	12	2.4
Social Dysfunctioning	123	12.2	9	1.8	114	22.8
Patriotic	12	1.2	5	1.0	7	1.4
Other	19	1.9	5	1.0	14	2.8

Section VI

Administration

ORGANIZATION AND STRUCTURE

The National Committee for Children and Youth received and administered the funds for this contract from the Office of Manpower Policy, Evaluation and Research of the U. S. Department of Labor. NCCY has assumed the responsibility for assuring that funds were spent in the best interests of the youth involved in the project and for the purposes designated by OMPER. Background information and the structure of NCCY are outlined in the Introduction.

ADVISORY COMMITTEES

The chairman of NCCY, Roy Sorenson, appointed a subcommittee to provide liaison between the members of the National Committee and the project staff. The subcommittee has kept abreast of project activities; has been consulted as to changes, innovations and adjustments made to improve services; has suggested means of avoiding certain deterrents to effective functioning of the project; and has given the project staff the benefit of closer liaison with the policy-making body, the NCCY. A list of subcommittee members is included in the Acknowledgments. Armed Forces recruiting personnel were represented on these committees as advisors.

Local advisory committees were established in Baltimore, Maryland and Washington, D.C. with memberships composed of key personnel from youth-serving agencies and other interested and influential citizens. These committees met with the Baltimore and Washington project staffs to help develop and coordinate joint community efforts aimed at the problems of the target population; to identify for the project staffs resources available to the youth; to help resolve issues peculiar to and pertinent to the Baltimore and Washington communities; and, most importantly, to assure that action taken on behalf of youth was a team effort and that services were complementary and not a duplication of other available programs.

STAFF

The Executive Director of the National Committee for Children and Youth, Mrs. Isabella J. Jones, as chief administrative officer of that body, and the signatory on the contract in behalf of the National Committee, has overall administrative responsibility for the performance under the contract. She participated in developing the project plan; drafting the proposal; researching the problem; staff procurement; financial administration; community organization; coordination between NCCY, the funding agency (OMPER) and the project staff. She outlined the administrative and organizational framework as it fit into NCCY structure; advised about and participated in resolving of key issues and problems, which came about in the day-to-day operation of the project; met with the project staff on a regular basis and was consulted on any changes from standard procedures in the operation.

The Project Director, Mrs. Rita S. Valeo, was responsible to the executive director and, through her, to the National Committee for Children and Youth and the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor. She was the person carrying direct responsibility for the development and operation of the program. She conducted the major part of the research on the problem, prepared and submitted proposals to interested agencies, explained the project to a number of agency executives in both cities, developed recruitment and referral procedures with Armed Forces personnel, trained the project staff, was responsible for direct administration of the project, supervised the preparation of reports to OMPER and NCCY, assisted in community organization activities, and generally served as the catalyst to make things move.

The Research Assistant--Ronald Dozier has worked under the supervision of the project director for a period of seven months. His duties were to set up a program to collect the data on characteristics and followup findings on youth in the program and to analyze the data from the Baltimore, Maryland and Washington, D. C. Youth Services Programs. He was the liaison person with the staff doing the data processing. In each city a staff member was trained to do the coding of the characteristics and followup information on each youth in the program. The statistical information was then used for this report.

The Information Specialist--Charles E. Jensen, Jr., worked on the project for a period of two weeks. This staff member carried out the public information program for the Baltimore Youth Services Program and the D. C. Youth Services Program at the time the final report on the first contract was released by the U. S. Department of Labor.

The Administrative Officer, Mrs. Alberta C. Powell, was responsible for the maintenance of books of account, payroll records, personnel records; preparation of monthly financial statements of receipts and disbursements; and other required financial and budgetary records. She also developed personnel policies, prepared budgets, arranged for office space and equipment, purchased and disbursed supplies and supervised the technical aspects of the preparation, production and dissemination of documents related to the project.

The Project Administrators, Leon G. Leiberg, in Washington, D.C. and William G. Sykes in Baltimore, Maryland, assumed direct responsibility for the programs in the two cities. They were responsible for the staffs and program in each city under the direction of the project director. They coordinated the services in the program offered to the target population. They coordinated existing services and established new services in the community as needed. They interpreted the goals of the agency to the community and maintained close cooperation with the local Armed Forces recruiters in each city. They supervised the orderly collection of data on the characteristics and followup of the youth so that it could be analyzed for reporting purposes and as an internal evaluation of the program in cooperation with the research assistant. The administrators arranged field trips for the target population. They submitted reports of the activities of the program to the project director as needed.

The Senior Counselors, Rayford J. Myers, in Washington, D. C. and Wendell Wright in Baltimore, Maryland worked under the direction of the administrator in the respective city. They coordinated the group counseling and training in the program and participated in direct counseling and home visiting services. They set up a system within the staff to see that all entries were made in the case movement of services provided. The senior counselors shared the responsibility of intake with the counselor in the program. They were responsible for the administration and supervision of the followup aspects of the program as carried out by the youth aides. The senior counselors submitted reports to the administrator as needed. They were in charge of the program in the absence of the administrator.

The Job Developers, Barton A. Straus, in Washington, D. C. on loan from the Youth Office, United States Employment Service and John C. Hooper, in Baltimore, Maryland, developed two types of jobs for the target population: stop-gap jobs for those in evening training and vocationally oriented jobs for those from MDTA classes. The job developers spent at least 50 percent of their time in the community developing jobs and following up with employers where youths had been placed. The balance of the time was spent in vocational counseling and placement. The job developers kept records of their activities, prepared statistics and reports as needed by the project administrators.

The Counselors, Harvey A. Schwartz, in Washington, D. C. and Ronald C. Garner of Baltimore, Maryland, shared the responsibility of completion of intake record forms with the senior counselor. They maintained a daily log of activities which was later inserted in the records of the youths. They acted as liaison for the youths where services were needed from other community agencies. They participated in the group counseling services. They made home visits and wrote appropriate letters as needed by the youths. They were under the supervision of the administrator. They maintained records and prepared reports as needed by the administrator.

The Junior Counselor, William Brockenberry in Washington, D.C., supervised day-to-day activities of the youth aides in performing followup visits. He had primary responsibility for the coding of data from the intake record and followup visits and worked closely with the research assistant. He assisted the administrator in the training of youth aides. He kept up-to-date records of his activities and made reports as needed by the administrator.

Youth Aides, Ralph H. Anderson and Benjamin J. Morrison in Washington, D. C. and Leslie H. Saunders and Dominic C. Obrigkeit in Baltimore, Maryland, worked in the neighborhoods of the target population and made followup visits to the youths and their relatives. They wrote up their followup interviews and were the liaison for the youths needing services at the program offices. They prepared statistical reports of their activities as requested by the administrator.

Secretaries, Barbara Roadman, in Washington, D. C., secretary to the project director, and Mrs. June Rogers, in the Baltimore program performed the general secretarial duties. They kept the petty cash account for the administrator and typed the expense vouchers for the staff which were submitted to the administrative officer for reimbursement. They also prepared and distributed the minutes of staff meetings and advisory committee meetings and performed other related duties.

Clerical, Joanne W. Senechal in Washington, D.C. and Michael E. Russell in Baltimore, Maryland, performed general duties of typing and filing; received clients and visitors and directed them to the proper staff person. They maintained individual files for youths in the program and prepared Forms 101 on each youth in the program for the Department of Labor. Mr. Russell also assisted the research assistant in the collection of analysis of data.

Consultants--Through the voluntary assistance of Dr. Beryce MacLennan, Institute for Youth Studies at Howard University, Washington, D. C., a one-week inservice group counseling institute was set up for the program staff and staff of the community agencies working with this population. At this institute the principles, concepts and techniques of group counseling were thoroughly explored. Experts in the areas of law, education, psychology, social work and counseling were brought in as consultants. Members of the institute staff served as resource persons. The institute enabled our staff to become more competent in the use of group counseling; to more effectively determine when individual counseling should be used to supplement or replace the group technique; to crystalize our focal point and resolve existing conflicts in approach and philosophy in identifying new resources for our target population.

John Cothorn and Haywood Strother of the Vocational Education Department of Baltimore City Schools consulted with the staff of the program and Adult Education Divisions with reference to tool identification, techniques, principles and concepts. They also conducted demonstration seminars with the target population.

STAFF TRAINING

It was realized by the National Committee for Children and Youth that in order to have a staff that would work effectively with the target population, a staff training program would be essential.

As a result of this philosophy, the following general training schedule was put into operation.

- introduction and orientation to the purposes of the experimental and demonstration program in Baltimore, Maryland and Washington, D. C.;
- review of first project experience;
- orientation to Armed Forces recruitment programs and procedures and visits to recruiting stations in each city;
- orientation to the target population--their characteristics and needs;
- review of the intake process and use of various forms used in the program;
- visits to community agencies which had cooperated in offering services to the target population;
- methods and techniques of referral of youth to other community services;
- visits to local Job Corps Training Centers and Job Corps Offices;
- visits to MDTA Training Centers and other private, public and volunteer training projects;
- a one-week training institute at the Institute for Youth Studies, Howard University.
- a three-day visit to Fort Jackson by three staff members to familiarize them with the requirements and basic training at that Army training center;
- weekly inservice staff meetings to keep the staff aware of changes and developments and new services to be utilized for the youth in the program;
- a workshop for the youth aides to train them in the techniques of conducting followup interviews; to develop skills in the establishment of rapport with the youth in the program, in the interpretation of material gained from interviews and in its suitable translation for reporting purposes and valid data collection;
- opportunities for participation in conferences sponsored by organizations working with disadvantaged youth.

One interesting development in the use of staff centered around the varieties of areas in which personnel could be used. This was possible because of the flexibility of the program, the diversified interests of the staff and the varied backgrounds from which they came. One counselor devoted much time to teaching and the development of teaching materials, a clerical aide developed special visual aids to be used in instructing in abstract reasoning, a youth aide assisted with tool recognition exercises, another youth aide proved to be an excellent typist and stenographer, a clerical aide assisted in the development of a training manual, and other staff members made contributions in nearly all areas of our operation. This meant that each staff was well rounded and that when illness or leave intervened, there was no disruption in services. This was an experimental and demonstration feature of the project which clearly had merit.

REPORTS

During the contract period reports were prepared monthly for the first three months and bimonthly thereafter, as directed by the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor. As requested by OMPER, monthly and bimonthly reports were sent to all other experimental and demonstration programs funded by that office. These reports included the experimental and demonstration features of the program, the activity in the administration, the recruitment and intake of youth, the counseling and variety of types of training, the job development and placement and the followup activity. Each report also contained a statistical section which reflected the flow of youth into the program and their status while in the program.

THE INVESTMENT

A stipulation in the contract with the Office of Manpower Policy, Evaluation and Research under which this project was conducted, provided that 350 youths were to be served in each of the two cities. The tabulations appearing in this report were based on the intake and followup information on the first 500 youths enrolled in Baltimore and the first 509 in Washington. As the program progressed in each city, it become apparent that the number to be served would far exceed the original number specified in the contract due to the increased manpower needs of the Armed Forces. As a result, 652 youths in Baltimore and 607 in Washington, or a total of 1,259 were given services during the term of the contract. This represented an increase of nearly 80 percent in the number of youths served.

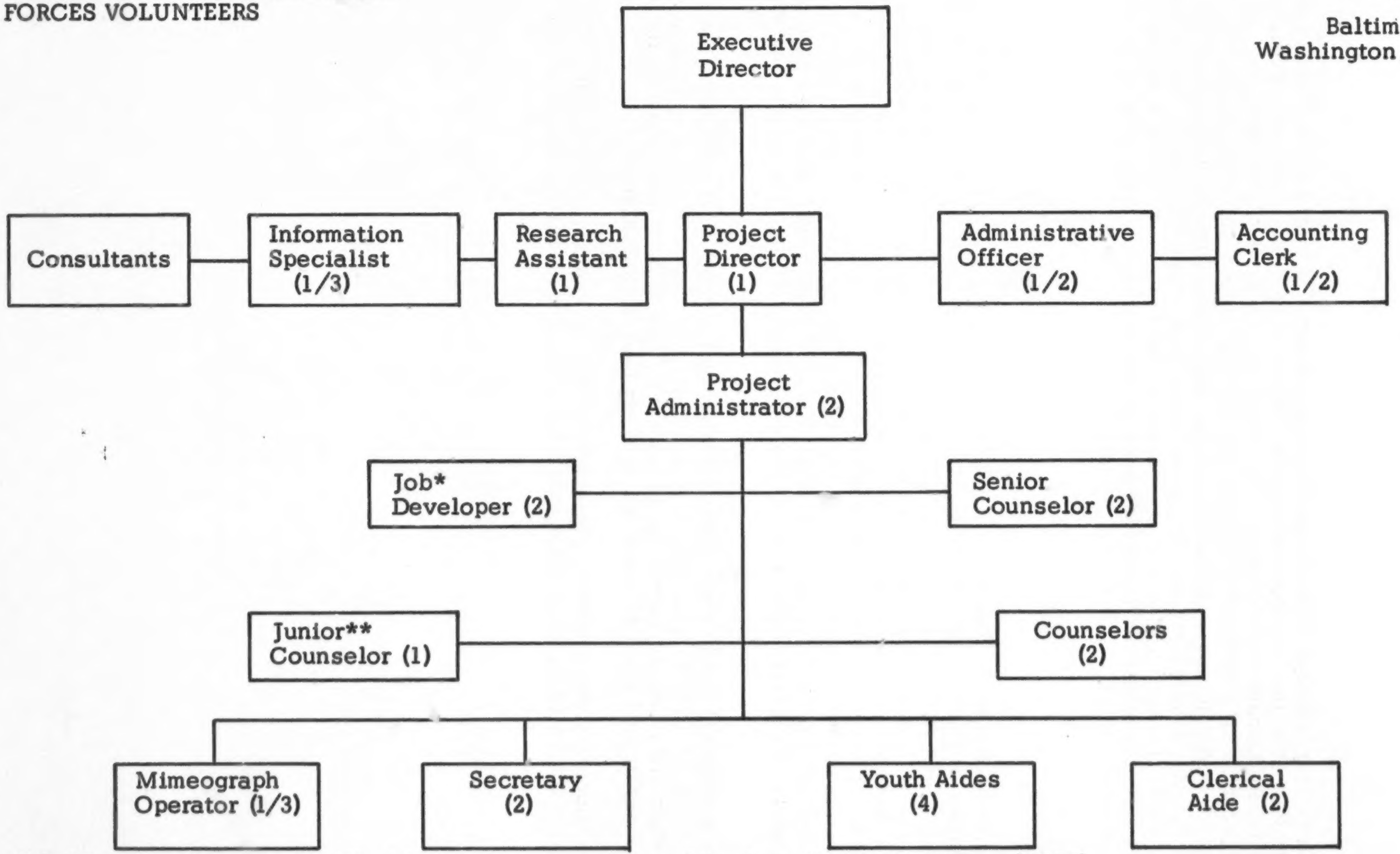
The additional number of youths were served without an increase in the total budget. This is attributable to the capability and dedication of the staff, to the stability and continuity of staff effort uninterrupted by serious turnover of personnel, and to the commitment of leadership and staff to serve all who applied for assistance.

The budgetary requirements projected for the program was $270,000. The total costs incurred at the completion date was $235,569, representing a cost of $187 per trainee.

COORDINATION OF RELATED SERVICES, INDIVIDUAL PLANNING FOR, AND FOLLOWUP OF REJECTED ARMED FORCES VOLUNTEERS

ORGANIZATION CHART

Baltimore and
Washington, D. C.


Executive Director
Consultants
Information Specialist (1/3)
Research Assistant (1)
Project Director (1)
Administrative Officer (1/2)
Accounting Clerk (1/2)
Project Administrator (2)
Job* Developer (2)
Senior Counselor (2)
Junior** Counselor (1)
Counselors (2)
Mimeograph Operator (1/3)
Secretary (2)
Youth Aides (4)
Clerical Aide (2)

*The Job Developer in the Washington Program was on loan from the Youth Office (USES).

**Junior Counselor in Washington, D. C. only on part of contract. In Baltimore did not have a Junior Counselor position--this covered by a volunteer graduate student, School of Social Work, Howard University.

Section VII

Methodology

The methodology of the Youth Services Project was kept as simple as possible so that it could be easily adapted by other communities wishing to develop such a program. Since the methodology set up in the first project worked so well it was adapted to the current program with few changes. The only screening device used was the Enlistment Screening Test which was given by the Armed Forces recruiters and all youths who failed this test were referred to our program. All were accepted into the program regardless of their social history, academic preparation or motivation. Referral procedures were immediate and excluded any complex forms for the youths to complete.

In Baltimore, extra office space for the second project was found on the sixth floor of the Calvert Building and the two offices were retained on the third floor. Being able to remain in the Calvert Building was a great advantage as 60 to 70 percent of the referrals to the program came from the Armed Forces Recruiting Offices located on the third floor of the Calvert Building.

In Washington, D. C., with the funding of the second project, it was found necessary to rent space at 623 F Street, N.W., as there was not enough room for the expanded program staff at the location of the Armed Forces Recruiting Station, 629 E Street, N.W. The highest percentage of the referrals in Washington came from the recruiters at 629 E Street. Being one block away from the source of the referrals meant that very close liaison between the program staff and the Armed Forces recruiters was essential.

BASIC INTAKE PROCEDURE

The staff of the program in each city worked with young men, ages seventeen to twenty-two, who volunteered and were rejected for the Armed Services (Army, Navy, Air Force, Marine Corps, Coast Guard). The youth who goes to a recruiting station and attempts to enlist is given the Enlistment Screening Test or its equivalent. This is a fairly simple test covering the areas of vocabulary, mathematics, abstract reasoning and tool recognition. Youths who pass this test are then eligible to go to the Recruiting Main Station at Fort Holabird, Maryland where they are given the Armed Forces Qualifications Test (AFQT). The AFQT consists of two tests: a physical examination and a one-hour, timed, written test covering the same areas as the Enlistment Screening Test. Those youths who did not pass the Enlistment Screening Test at the recruiting stations were sent or brought to our project offices by the recruiter. The recruiters also provided the project staff with the basic test data (score and areas failed) of the rejected youth. In turn, the program staff noted the name of the recruiter so that the youth could be referred back to the particular recruiter at the conclusion of the training program. This was very effective as the recruiters have a quota to reach each month and this helped to maintain excellent liaison between the program staff and the recruiters.

When the youth reached the project office he was greeted by the receptionist who referred him to the counselor. The counselor then completed, with the youth, the Intake Record Form (see Appendix p. 113). This form gave a capsule social history of each youth and his current situation in terms of employment, education, and other information which applied to his military interests and present status. On the basis of this information and comprehensive initial interview, a tentative plan for each youth was developed. The youth was then referred to the appropriate service or program based on this tentative plan. The project staff engaged in individual counseling and group counseling, support and followup of each youth while he was in training and after job placement.

An evaluative followup visit was made approximately six weeks to three months after the intake interview. Contact was maintained with the youth's family, where necessary, and with any other agencies involved in providing him with the needed service. A close working relationship with the Employment Service was vital since the testing, counseling and placement in any Manpower Training program would be affected by this agency. The plan was to refer the youth to a specific person or section at the Employment Service offices in order that liaison and record keeping would be simplified. This also prevented any duplication of services and enabled our staff to supplement the counseling activities of the Employment Service personnel.

This was the basic structure of the intake process used in both cities.

SELECTION AND RECRUITMENT TECHNIQUES

All youths between the ages of seventeen and twenty-two who failed the Enlistment Screening Test or its equivalent were referred to the program by one of the Armed Forces recruiters in Baltimore or Washington, D. C. No exception was made to this rule as it was felt that being more selective would eliminate many of the youths who needed these services and would lessen the value of this experimental and demonstration program.

Since the recruiting officers had been oriented to the purposes of the program and welcomed it as a supporting resource, the project had their full cooperation. Very close liaison was maintained since the first contract between the Armed Forces recruiters and the program staff. As had been anticipated, the highest percentage of referrals from the Armed Forces recruiting stations in Baltimore and Washington, D.C. came from the inner city where the more disadvantaged youths lived.

REFERRAL AND COORDINATION OF SERVICES

Because of the expanded staff provided in the second contract it was possible to give the youth immediate services. As in the first project, all referrals to MDTA classes were screened and processed through the United States Employment Service and the Maryland State Employment Service. Each agency designated a liaison person with whom the project staff worked directly.

Other youths whose main purpose was to be upgraded for entry into the Armed Forces were referred to evening coach classes in Baltimore and the Armed Forces Familiarization Program in Washington, D. C. The program staff in each city gave the supportive services of individual and group counseling and job placement to the youths in these classes (A detailed description of these classes is included in the training and counseling part of this section).

Other referrals, designed to support the youths during the pre-training, training and post-training phases were used as needed. These included referral and followup for health services, family services, mental health services, etc. Placements in part-time or full-time jobs were made for those youths who needed employment and who attended the evening classes. In the Baltimore program there was a full-time job developer who worked with all of the youths. In Washington, D. C. the job developer on the staff was on loan from the Youth Office, United States Employment Service. This proved to be an excellent arrangement and provided direct liaison with the Youth Office. It also tangibly demonstrated the "team" approach between the Youth Office and the NCCY program.

TRAINING

As is true of any group, the characteristics, goals and objectives of youths rejected for military service vary widely. If they are to become meaningfully involved in training, a variety of resources must be made available to them in order that they can find some area compatible with their own needs and interests. It has also been made clear that established agencies can respond to community needs when it is clearly demonstrated that such services are essential. Youths in the target population of the project want to be trained and are willing to make personal, economic and social sacrifices in order to take this big first step toward independent functioning.

An experimental and demonstration feature of this project was to determine the feasibility of a program design which required that training needs be met by outside agencies; that is, the project staff would make every effort to persuade established agencies in the community to provide any needed training resources. Should this prove to be impractical, internal training programs would be developed. Both kinds of training resources were utilized. The various kinds of training utilized by the two projects are summarized below:

Baltimore

Coach Classes were designed primarily for youths whose objective was to qualify for military service. They were provided by the Baltimore City Department of Education, Division of Adult Education, which supplied the teachers and classroom space. Materials and supportive services such as counseling and job development were provided by the Baltimore project staff. The classes were held in the public schools and the local education department waived tuition requirements for youths from the suburbs. One teacher was provided to offer instruction in basic education, and a second served as a consultant in the tool recognition phase of the program. It must be emphasized that these classes were provided at no cost to the project. No training allowances were available for the youths in the program.

The instruction in these classes focused on four areas: vocabulary building, arithmetic problems, abstract reasoning and tool recognition. The teachers, both of whom had considerable expertise and experience in working with underachieving youth, developed the course of study and curriculum with the help of the counseling staff. Workbooks and visual aids were developed to facilitate the learning process. A bibliography designed to complement and supplement the other materials was developed and made available by the Enoch Pratt Free Library.

This program clearly demonstrated that when a need can be clearly documented, established agencies with experience and competence can be persuaded to make their resources available to persons in need of help. In this way, the needs of youths with similar problems will be met long after the experimental and demonstration project has ceased to exist and the objective of having successful demonstration programs integrated into regular, ongoing programs has been achieved.

Manpower Development and Training Program is designed for youth seeking training in civilian occupations. It is operated by the Maryland State Employment Service and the Maryland and Baltimore Departments of Education under the provisions of the Manpower Development and Training Act. Training is conducted in three phases. Phase I consists of screening and testing; Phase II involves instruction in basic education; and Phase III consists of training in the occupation of the youth's choice. Training is available in areas ranging from automobile mechanics to cooking.

The manpower program was discussed with the youth as one of several alternatives he might choose at intake. A Maryland State Employment Service Form 511 was completed by the project staff for each youth who wanted to explore the program further. An appointment was made with the MDTA Counselor at the Youth Opportunity Center of MSES.

Testing, screening and placement responsibilities were then carried by the MSES and the Department of Education. The project staff made regular followup visits to the youth and to the manpower center to ascertain how the youth was adjusting and to offer any support that the project could provide.

This program proved to be an excellent resource for youths whose basic motivation was to prepare for civilian employment with growth potential. The provision of training allowances made it possible for many of the youths living under economic stress to obtain badly needed training. This program is being expanded and the project staff plans to continue making appropriate referrals for this kind of training.

Washington

Armed Forces Familiarization Sessions were constructed as an experiment to accommodate some of the youths who could not enter MDTA programs because of job conflict or who were full-time day students but were primarily interested in entering the Armed Forces.

The chief concern was the intellectual and social development of the students by experimental use of a combination of training and group counseling to reinforce motivation in a setting as different from formal school as possible. The sessions were designed to enable the student after completion of the course to qualify, under prevailing military standards, for enlistment into the Armed Forces. (For training outline, see Appendix p. 137.)

Sessions were held three evenings each week (Monday, Wednesday and Thursday) from 5:00 p.m. to 8:00 p.m. for a total of 90 hours or ten weeks. The daily schedule consisted of two hours of remedial work and one hour of group counseling. The AFF sessions were able to maintain student interest and achieve a very high rate of Armed Forces qualification in a relatively short period of time.

A portion of the educational effort of the Armed Forces Familiarization Sessions was exerted in the direction of developing test-taking skills applicable to the Armed Forces Qualification Test. Similarly, a part of the counseling effort of AFFS was exerted in those areas where individuals sought to formulate ideas or develop opinions through the sharing of experiences. This aspect was an essential part of group counseling. It is impossible to separate these aspects of education since it was quite obvious that the youth needed both. The counseling aspects are dealt with more extensively in another part of this section.

A "Do It Yourself Kit," was developed and used in conjunction with group and individual counseling, as an alternative to institutional training for those youths unable to make use of other programs because of a conflict in working hours or length of commuting time. The "Do It Yourself Kit" is still being revised, but the staff experimented with it on a selective basis in order to determine how this material could be utilized most effectively.

The kit was used also in the training program of the Baltimore project where it was received very favorably by the students and teachers. A request to use the kit was made by the staff of a local Halfway House in need of training materials for adults on parole.

The creation of special material and the development of effective ways to present it suited individual needs and abilities in the Armed Forces Familiarization Sessions. While mathematics, English, tool recognition and abstract reasoning were the subject areas taught, the curriculum was far from fixed. Changes were made in content and method from time to time.

The tailor-made teaching materials, the immediate personal contact and the counseling sessions seemed to develop a strong interest on the part of the student, as evidenced by discussions with graduates and the numerous letters received subsequently. (For training materials used, see Appendix pp. 111-126.)

Volunteers participated in the evening program. These volunteer instructors were not necessarily professional educators, but their job performance was excellent and the majority of students were able to form strong ties with them. The fact that no salary was involved was one indication of their dedication to the goals of the project.

One of the factors that made teaching less complicated for the instructors was the staff interest and the availability of materials developed by the regular staff. Lesson plans for teaching were made up and revamped as needed.

Since sessions were held in the project office, telephone calls were made by the youth aides as soon as it became apparent that a student was late. This immediate contact help foster a sense of responsibility in the youth and demonstrated the project staff's interest in him.

The MDTA classes were conducted under the sponsorship of the D. C. Public Schools at the Armstrong Adult Education Center in Washington, D. C. This program had two phases: the first phase was basic education and the second phase was vocational training in dry cleaning, electrical repair and furniture refinishing. MDTA classes were conducted on a full-time schedule, Monday through Friday from 8:30 a.m. to 3:00 p.m. These classes were held in a regular school building with teachers licensed by the Board of Education.

Allowances amounting to $20 a week were paid to youths enrolled in the program and meeting the criteria established by the Unemployment Compensation Board, i.e., youths ages seventeen to twenty-one who were out of school for a calendar year. Additional allowances were available to youths who were heads of households. No formal group counseling program was available to MDTA trainees. Individual vocational counseling, however, was available.

A formal attitude between teachers and students prevailed--with emphasis on rules and regulations of the traditional school system. The subjects taught in the basic education phase were English, arthmetic, tool recognition and abstract reasoning. The MDTA program experienced a very high student dropout rate and the results were not significant in terms of the number of youths able to meet the Armed Forces qualifications after completion of training

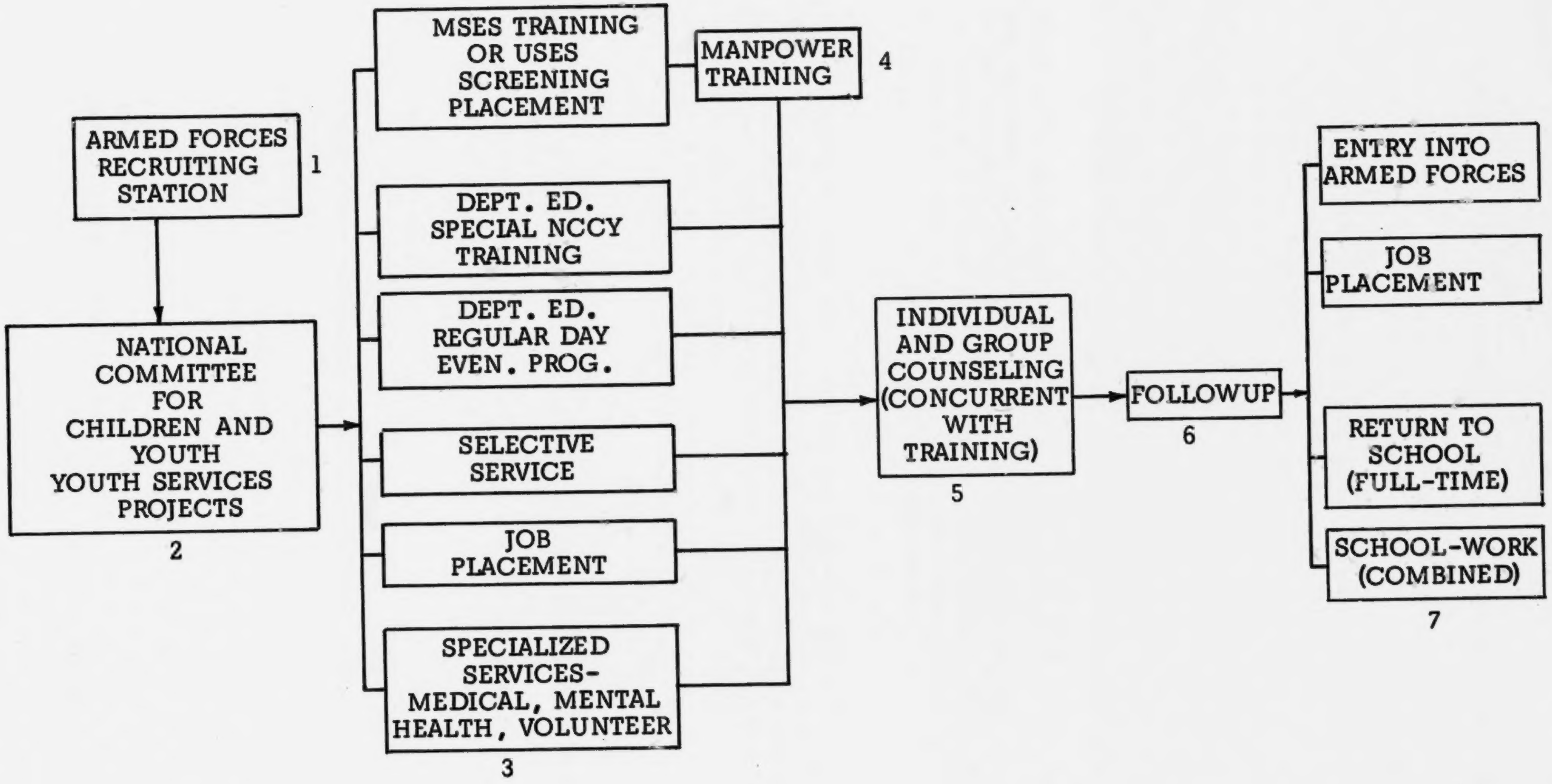
Referrals to Other Community Training Programs in Baltimore and Washington

The Job Corps was one of the alternative programs presented to youths at intake. This program was utilized for youths who were seeking basic education and job training, and it differed from other training programs in that it provided an opportunity for a change in environment. Contact was maintained with the Job Corps office to ascertain what action was taken regarding youths referred by the project staff. These youths have been placed in rural and urban camps from North Carolina to California and from Minnesota to Texas.

The Neighborhood Youth Corps was used for youths in need of work experience and summer or part-time work. These youths worked in various city agencies and performed a variety of functions. Referrals were made through the local Youth Opportunity Center or directly to the Neighborhood Youth Corps Office. After their placement in the program, many of these youths were referred back to the project under a cooperative arrangement with the NYC Director. The Youth Services Project job developer would then assist with finding permanent job placements when this seemed appropriate.

Regular and Evening School attendance was encouraged. Whenever possible, the project staff urged youths to return to regular school programs or to enroll in evening school. It was fully recognized that many of these youths were in need of more help than a short-term, concentrated program could provide; however, it was also recognized that many would not profit by an immediate return to school unless they could first be exposed to a positive educational experience through one of the project's other programs. There was, then, continuous evaluation with the youth about possibilities for returning to school and constant willingness on the part of the staff to help them get through the various administrative channels involved in the re-entry process. Enrollment in evening school was a simple process, but the counselors did spend a great deal of time in helping youths to select the school.

TRAINEE FLOW CHART--BALTIMORE & WASHINGTON YOUTH SERVICES PROJECTS


ARMED FORCES RECRUITING STATION
1
NATIONAL COMMITTEE FOR CHILDREN AND YOUTH YOUTH SERVICES PROJECTS
2
MSES TRAINING OR USES SCREENING PLACEMENT
MANPOWER TRAINING
4
DEPT. ED. SPECIAL NCCY TRAINING
DEPT. ED. REGULAR DAY EVEN. PROG.
SELECTIVE SERVICE
JOB PLACEMENT
SPECIALIZED SERVICES- MEDICAL, MENTAL HEALTH, VOLUNTEER
3
INDIVIDUAL AND GROUP COUNSELING (CONCURRENT WITH TRAINING)
5
FOLLOWUP
6
ENTRY INTO ARMED FORCES
JOB PLACEMENT
RETURN TO SCHOOL (FULL-TIME)
SCHOOL-WORK (COMBINED)
7

3--Youth may be involved in one or more of these programs either consecutively or concurrently.

4--Includes basic education, pre-vocational and vocational phases. Vocational phases may be omitted if youth becomes qualified for military service.

5--Counseling is continuous and regular from initial contact to termination for those youths who utilize this service.

6--Followup is routine whether or not youths make use of available services.

COUNSELING

Counseling is an integral part of the program offered by the Youth Services Project. Indeed, the success of the total program hinged upon the success of its counseling. Nevertheless, the fact that counseling was only one aspect of a total program could not be too greatly stressed, as recognition of this fact was essential to a genuine understanding of the counseling itself. Counseling, as used in this report, is the art of helping a person to mobilize his own resources and those of his environment in such a way as to develop his own capabilities to the maximum extent and, in the process, become an independent and productive citizen. It was recognized that the target population of this project consisted largely of youths whose experiences had been essentially non-productive. Most had poor school experiences, unsuccessful or limited employment histories and little knowledge of available resources in the community. The counseling program was directed toward helping these youths to become aware of their strengths and limitations; helping them to develop realistic goals and objectives; and helping them to effectively use the resources of the community, according to individual needs, in such a way as to enable them to achieve their goals.

The process began with each youth at the point of intake. One of the primary purposes of the intake interview was to establish sufficient rapport between the youth and the interviewer to initiate the evolution of genuine trust. Once initiated, this evolutionary process was accelerated by the ability of the project to "deliver" appropriate services. Job developers successfully placed youths on jobs, counselors were both available and genuinely helpful, effective training was offered. All of these contributed to the building of trust.

During the initial interview an attempt was also made to get some idea of the youth's past performance, his current status, what he wanted for himself, factors which might serve as a deterrent to his achieving his stated goal and the kinds of personal and family resources available to him. In this process the counselors focused on helping the youth to get a clear picture of himself and on presenting to him the various alternatives that might be available in terms of his immediate planning. It was, of course, recognized that new factors might emerge as the staff continued to work with the youth which might cause him to change his plans.

Subsequent to the first interview, further counseling might be in the form of individual sessions with the counselor, group counseling sessions with his peers and a counselor, or both. There was an attempt to suit the counseling plan to the individual needs of the youth, taking into consideration his willingness to participate, the amount of time he had available and the kind of program in which he was participating.

Group Counseling

The program was designed primarily as a supportive technique for those youths enrolled in the coach class and familiarization programs. The participating youths were encouraged to use their peers and the counselors as a sounding board for any kind of problem which confronted them, whether they involved the classes, family, work, relationships with "authorities," special problems of minority groups, military information, social and health problems and current events which directly or indirectly influenced their lives

As is suggested above, a flexible structure was utilized; however, certain basic topics were discussed in one form or another with each counseling group. It was fascinating to the counselors that common concerns showed up in each group. Some of the generic subject areas covered included:

- Military Service--These discussions revolved around service entry requirements, the availability of training resources in the various services, promotional possibilities, travel possibilities, the conduct of basic training, military rules and regulations, military tests, and other military subjects.

- Employment--The youths were interested in how to find a job, what they should expect to be paid for different kinds of work, the experience requirement as a deterrent to finding work, employer-employee relationships, basic deductions from wages, how to complete tax forms, how to make job applications, job interviews, absenteeism and tardiness, and other employment related factors.

- Authority--There was a common interest expressed in such topics as relationships with parents, contributions of and abuses by policemen, teachers and other school personnel as authority figures in a school setting, basic legal rights and the Legal Aid Bureau.

- Personal Appearance and Hygiene--It was of considerable interest to the counselors to note how these youths, most of whom were from lower socio-economic areas, were concerned about clothing and personal appearance. Being "sharp" has achieved high status among these youths. They talked about the implications of various kinds of clothing and how this may influence everything from finding a job to getting a girl, or being suspected by the police of being guilty of some violation of the law.

- Community Resources--These youths knew little about the kinds of services that were available to them, where these services were located, how one made application for them, general requirements in order to qualify, etc. Some attempt was made to familiarize them with services which might be useful to them, their families and friends.

- Citizenship--Some time was spent discussing such areas as voting requirements, the governmental structure of the city as it affected them, the uses of tax revenue, etc.

Group counseling provided the counselor with the means for effecting change in these youths. Marked improvement does not occur in one session, but change may be stimulated by events which take place in peer group interaction. Perhaps this point can be best illustrated by presenting a group counseling session for examination. The following is a summary of the first group session of a new evening class:

> The session went extremely well. Ten of the twelve youths enrolled in the evening class attended. It was difficult to get the session "rolling," but when this was accomplished the discussion was heated and interesting. The counselor began by asking if any of the members had any questions regarding service tests, the schedule and structure of the evening class or anything else along those lines. The group responded by asking many questions regarding the nature of the classes, the format of specific tests and opportunities in specific branches of the Armed Forces. After these questions were discussed and answered the group was informed of the availability of physical examinations at a local medical service. Four youths had already taken the physical and referral cards were distributed to those who had not.
>
> One of the six who had not taken the physical examination, J. L. P., said that he hoped there would be no Chinese doctors working at the medical center. When the counselor asked why, he told the group about an experience he had in the past. He had gone to a doctor when he was ill. The doctor was Chinese, and according to J. L. P., didn't know what he was doing. The youth felt that foreign doctors in general, and Chinese in particular, were not as good as American doctors. He added that it made no difference whether the Chinese doctor was educated in the United States or not. As far as he was concerned, "Once Chinese, always Chinese," was true for nationality as well as race. He felt that no

> Chinese doctor was "any good." Other members of the group attacked his statements vigorously. One youth, showing a remarkable insight into stereotyping, asked J. L. P. whether he felt it was fair to think as he did. When J. L. P. asked what he meant, the youth replied by posing a hypothetical situation. He asked J. L. P. to imagine he was a white man who had never seen a Negro before. Walking down the street the white man is hit over the head by a Negro and robbed. What, he asked, could the white may say about Negroes? J. L. P. said that the question was stupid because he couldn't talk about Negroes in the same way he talked about "Chinamen." J. L. P. was a Negro. He was not willing to explore the hypothetical situation further. The youth whose question was being evaded, again asked J. L. P. to answer the question. J. L. P. replied, "Okay, okay, I couldn't say anything." Pressing again, J. L. P.'s antagonist asked whether it was any fairer to generalize about Chinese doctors than it was for the white man to believe that all Negroes would hit him over the head and take his money. The group was laughing at J. L. P. Obviously it was unpleasant to have a group of peers laugh at something you have held to be true. J. L. P. may not have been convinced that he was wrong and the group right, but a somewhat more thoughtful J. L. P. was willing to concede that he may have been wrong about Chinese doctors.

The group counseling program was very productive. It enabled the participants to learn more about themselves and others in the group and it allowed the staff to learn more about them. It was possible, as a result of these sessions, to make certain program modifications which facilitated the youths' needs and desires. The staff was also able to modify attitudes and to prevent certain possible problems from developing. Group counseling should not be viewed as a panacea; however, it is a useful, productive technique when used in conjunction with readily available training and placement resources and intelligent individual counseling.

Individual Counseling

Individual counseling was provided to all youths at the point of intake and subsequently as needed. The determination of need for further counseling was made by the youth and the counselor at any point during the youth's relationship with the project. This counseling was of a confidential and personal nature, taking as its focus the particular problems and concerns of the youth. With one youth the discussion might have centered around his inability to get along with his father; with another the area of concern might be his "nervousness" when taking tests. Other subjects could include how to cope with "social disease," completing a tax form, how to gain control of one's temper, or how to re-enroll in school. The number of different areas included in individual counseling sessions was unlimited.

The individual counseling was available to youths with or without appointments on a planned or spontaneous basis. The impetus sometimes came from the youth and sometimes from the counselor. It might take place in the project offices, at the youth's home or at a training site. It might be used with a youth who found that he could not participate freely in a group setting. It might, on the other hand, be used with a youth who attempted to dominate the group sessions. This kind of counseling was versatile and productive. It could be used with all youths and to support all kinds of programs. Its effectiveness did not depend upon the presence and participation of a group, but only on the willingness of a youth to engage himself and the effectiveness of the counselor in enabling him to do so.

JOB DEVELOPMENT AND PLACEMENT

Job finding is not easy for any group and is particularly difficult for academically deprived youth. The task of finding jobs for this target population was faced realistically, but optimistically.

The following guidelines were developed for use in the approach to job placement:

- Job placement was preceded by counseling with reference to the rights and responsibilities of employees and the expectations of employers. Such counseling was ongoing after placement was made.
- The job developer was completely honest with employers about the qualifications and skills of youths referred for work. No personal information about a youth was released without his consent. Such information was provided by the youth rather than a staff member whenever this was possible. The job developer was also completely honest with the youth about the kind of work for which he was being referred, the remuneration he could expect and the working conditions that prevailed on the particular job.
- When circumstances permitted, placements were made on the basis of a youth's interests and aptitude. Under no circumstances was a youth pressured to take a job which he did not want. Such placements are doomed to failure.
- Job placements were made so as not to conflict with any training program in which the youth was enrolled or in which he expressed an interest. Jobs should support and not preempt training.
- Job placements should offer training and promotional opportunities. Youths should be helped to develop the attitude that the jobs on which they are placed represent a beginning.
- The so-called "stop-gap" jobs can serve a real function in the employment picture. They can provide immediate income to support a youth's use of training. They may also serve as a means for finding a better job since, as one youth put it, "It's always easier to find a job if you already got one."
- Work with "small" employers should not be overlooked and may, in fact, be emphasized. Such employers are often less rigid and unyielding in their personnel standards and practices. They often provide an employee with a greater range and depth of experience, and they can serve as a bridge to obtaining work with larger employers under more ideal conditions.
- No one was considered unemployable. No employer was considered absolutely no resource. All placements were based on an honest attempt to match employee with employer and to match the worker with the job.
- The failure of a youth to adapt in one work situation does not mean that he does not want to work. Efforts and replacements were continuous and were based on prior experience with a youth.

Job Development for Young Workers

The prospective employer's expectation of the young worker is the single most important factor in this type of job development. In order to determine the expectation of the organization, it was necessary to consider the image that the employer has of himself and the position of his organization in the community. The search for this image revealed another factor of importance in job development for the young worker, which is the general attitude of management toward the employees. Along with these elements, the job developer must be ever mindful of the fact that the business world rests upon the premise that a profit must be made.

In addition to these general expectations of the employer, there are certain basic requirements of the employer to which the candidate for employment must be educated. Management expects the employee to understand and accept the factors of a work oriented environment. Included in this environment are the concepts of the superior-subordinate relationship, rules and regulations, and obligations and responsibilities. The employee must live up to measurable standards and good performance is usually taken for granted. When these requirements are not met by the employee, he must understand and accept criticism and discipline from the employer if the employee is to make a successful adjustment to this environment.

Because the employer's prior experience with a given group will condition his impressions, there is a danger in approaching him for jobs on a group basis. There is a tendency toward singling out groups (handicapped, disadvantaged youth, etc.) and treating job development for them as a social welfare problem. This approach, which appeals to compassion in an attempt to place individuals will rarely be accepted by prospective employers. When it is accepted, job development is facilitated and expectations firmed after a trial period. Most companies, however, do not follow the policy of granting special consideration to those applying for jobs. Because of this fact, the individual candidate for employment and the employer must be dealt with on an individual basis. But, because in fact young workers are a special case, it was necessary to get more than the usual amount of information about the employer in order to match the candidate with the company. When this is properly done, an ideal placement was made. That is, knowledge of the employer's expectations were transmitted to the candidate who, with this knowledge, attempted to meet these expectations in his adjustment to the work-oriented environment.

Job Finding

It was evident from prior experience that supplemental resources as well as normal channels would have to be utilized if job-finding efforts were to be successful. While some youths could be placed through public and private employment service agencies, new avenues of approach would have to be tried for other youths who had been unable to find work through employment agencies. It was known, also, that other agencies had job developers seeking to find work for unemployed or underemployed youth. Job development within a community should be a cooperative effort in order to give maximum service and prevent duplication of effort.

The job developers of the project staff established arrangements with job developers from several other agencies whereby jobs which one developer found and could not fill would be referred to a person who could more properly handle them. If, for example, a project job developer found employment suitable for an older person, he would call his counterpart in a local agency serving older workers. This procedure also worked in reverse and resulted in more job opportunities for all.

It was soon evident that the "large" employers had been approached repeatedly by public and private agencies. The "small" employer, on the other hand, had been largely overlooked. Larger agencies were reluctant to invest the time and effort necessary to develop the few jobs that might be found with these small employers. Such employers were often desperate for competent employees and they welcomed the counseling assistance available to their potential employees. A by-product was that these employers often referred other potential employers to us. The "selling" job was, in the final analysis, easier and more remunerative with the "small" businessman than with the "large" employers.

Trade and service organizations proved to be good resources. This was particularly true with small groups and groups not affiliated with trade unions. Such groups often publish monthly newsletters or journals. These publications sometimes donate space as a public service to non-profit organizations, particularly when these organizations offer a service which their subscribers can use.

The door-to-door campaign, we found, is useful in job developing as well as in politics. This approach was used extensively and our job developers were almost never rebuffed. The initial contact was most often made without an appointment. An appointment would often be granted on the spot, and sometimes scheduled for a future time. Even if employers had no immediate vacancies, they were willing to listen about the program for future reference.

The classified advertisements in the daily newspapers and the yellow pages in the telephone directory are valuable resources in job finding. Many one-time-only placements may be made as a result of classified ads. Standing agreements were sometimes reached with employers first brought to our attention through this source. The yellow pages were most helpful when trying to place youths with unusual skills or interests. Youths with such atypical skills as "silk screen printer," "back hoe operator" and "dry wall taper" were placed as a result of contacts first made through the yellow pages.

Jobs were also found in other ways to a more limited extent. Friends of staff members sometimes utilized the project as a resource for help. The job developer obtained some employment possibilities by inquiring in places of business that he patronized or that he was passing by. Youths who had been placed in jobs called or came in to let the job developer know of other possibilities. All kinds of resources, then, were utilized in order to find work opportunities for the youth in the program.

Employment Problems

To develop jobs for these youths which require greater skills than they possess is not only injurious to the youth but plays havoc with employer relations. In order to make realistic placements some of the characteristics of this population must be considered:

- family income under $3,000 per year,
- single parent family (mother),
- previous law violations,
- little or no work experience,
- equivalent of ninth grade formal education,
- ninety-five percent Negro,
- a high percentage under eighteen years of age.

These characteristics spell poverty, fear and lack of self-confidence and there are no easy solutions. The attitude toward labor in this population is generally negative. Seeing their parents fail, they doubt their own capacity to succeed. Many feel the best way to "beat the system" is by getting money by way of the pool rooms. Working eight hours a day becomes a "drag." Employers shy away from youthful offenders even though juvenile offenses should not be held against the youth. When employers accept a youth with a record, the youth is invariably under extra pressure to perform. Their lack of a high school diploma automatically limits their chances to obtain certain jobs. Their lack of experience in a particular line of work also eliminates them from larger establishments with specific requirements. In addition to these, the seventeen-year-olds have other problems:

- Companies cannot bond seventeen-year-old youths.
- Seventeen-year-olds are not permitted by law to work in hazardous occupations.
- Work permits are often required where the employer is willing to hire.

In many instances, the youth experiences an ambivalence. On the one hand, he is aware that he needs a job because he needs money to live on, or to help out at home. On the other, he is not sure of himself. Being continually pushed by his parents to find work, he goes through the motions of visiting the employment counselor, but fails to show up for the interview when referred to an employer; or, having started the job, deliberately spoils his job opportunity because he considers the new situation threatening.

Job Counseling

While job development has to be effective, the person handling the responsibility is of necessity a counselor. When one of the disciplines of a youth-serving agency is job development, it is necessary to control this function so that the agency does not become an employment service. The cooperation of staff in presenting the position of the job developer to the youth is essential. Unlike the employment service center, it is necessary to work with the youth on an individual basis.

Many of the youths coming to us not only lacked job skills, but lacked a proper work orientation and attitude. It then became incumbent upon us to provide these youths with counseling experiences which would help them to develop proper work habits and an understanding of various kinds of employer-employee relationships.

Group and individual counseling situations were used in an attempt to help these youths develop positive work attitudes. Subject areas covered included:

- making job applications;
- the job interview;
- making a good appearance;
- how to cope with work grievances;
- tardiness and absenteeism;
- use of leave;
- how to leave a job responsibly;
- respect for the employment and the property rights of employers and fellow employees;
- saving for "rainy days";
- social security, income tax and unemployment compensation;

- obtaining work permits.

Once the youths assimilated the concepts and principles jointly discussed in the counseling sessions, they were better prepared to handle situations that confronted them on the job. Our records indicate that as our counseling improved there was concurrent improvement in the work performances of the youths.

Job Placement

The placement of a particular youth in a particular job is a most crucial aspect of the entire process. The most important hurdle for our population is the ability to hold a job for a reasonable period of time. The job developer has to take into consideration the fact that most of the youths have not had satisfactory and productive work experience. Much of their experience has been with older persons whose employment has not been very rewarding. Their age, their lack of education, their lack of experience and, too often, their race works against them. Much care, then, has to be exercised in the placement of youths in jobs.

Every effort must be expended to place a youth in employment which is within his area of interest and competence. To place a youth in a job which he cannot successfully perform and in which he is not interested only serves to help him become more negative toward the "world of work" and to maximize his chances of losing or quitting the job.

Transportation is a problem with these youths. They almost always must depend on public transportation; therefore, proximity becomes an issue in matching a youth with a job. If a job is found which requires that a youth travel for two or three hours a day in order to get to the job and back home, the chances are that he will not remain on that job for a sustained period. Cost also becomes a factor that must be considered, thus making employment in outlying areas somewhat limited in productivity for this population.

The uniqueness of each employer must be considered in effecting placements. Each employer likes a certain type of worker. An oil company, for example, which hired service station attendants preferred outgoing, aggressive personalities. Mild-mannered, retiring youth could not survive in this kind of situation and were not referred.

The needs and motivations of the youth seeking employment and the needs of the employer are primary factors in effecting placement. A youth attending school who wants summer work should not be placed in a permanent job because there are too many risks involved. In the first place, the youth may find the job so satisfactory that he may decide not to return to school. If, on the other hand, he does leave, the employer may be reluctant to accept other referrals. Youths seeking career jobs must be placed in situations offering career opportunities. This kind of job must be held for youths with permanent intentions and not utilized for those awaiting service entry, training placements, etc.

Many factors, then, must be considered in placement. Simply having a job opening and a youth who wants a job are not sufficient. The two must be carefully matched and all of the many employment variables considered before a placement is made. It must be remembered that an unsuccessful placement is harmful to the youth, to the employer, to the project and to the community.

Employment Case Summaries

Three employment case summaries have been included in this report to demonstrate that the nature of contact with youths for purposes of placement assistance varies from person to person. Quality and quantity of contact for this purpose necessarily depend upon the individual. The summaries of Jerry J. and James H. demonstrate the types of situations in which a great deal of contact must be made in order to effect a successful placement. The study describing the contact with Charlie W. shows that in other cases the opposite holds true.

These cases also serve as illustrations of two policies regarding job development and placement in general. The first policy involves the types of jobs developed for youths in the program. While it is true that the great majority of youths in our population do not possess the skills or experience necessary to demand the "best" jobs, it is our practice not to develop or refer youths for jobs as dishwashers or potwashers. Referrals to these types of jobs are not made because of the lack of prestige of such jobs, especially among youths, and because referrals to these jobs can reflect poorly on all aspects of the program. Up to this time it has been possible to develop more desirable jobs and this effort will continue. Moreover, youths are not referred to jobs paying less than $1.25 per hour. It is felt that such referrals lend encouragement to employers who do not pay the Federal minimum wage rate.

JERRY J.

Seven months after his arrival in the District of Columbia, Jerry attempted to volunteer for enlistment in the Army because he had been unable to find satisfactory employment. Jerry failed the Enlistment Screening Test and was referred to the project. Because of his need for immediate income, Jerry was placed on a routine job, which had little future, but was immediately available. Three months after this placement, Jerry returned to the office and expressed a desire for a job or training that would "take him somewhere." The different training programs available at that time were discussed with him; and after consideration he decided that he would like to attempt to enter a program sponsored by the Institute for Youth Studies, Howard University. This program is designed to train young men and women to work with professionals in social service and related work.

After assisting Jerry through the long application procedure, he was accepted in October for the training program beginning in late January. Jerry was then placed in a stop-gap job with one of the large local newspapers. He held the job full time until the beginning of training and part time during training. During the course of training, constant contact was maintained with Jerry to help him over the hurdles caused by the fact that during his training his income was lower than when he was working full time. At one point arrangements were made with Jerry's landlady to hold rent in abeyance until he could afford to pay her.

Contact was maintained with the training instructor who reported that Jerry was progressing well in the program. Near the completion of training, Jerry was advised to apply for a position as teachers' aide with the District of Columbia Public School system and a litter supporting his application was sent to the proper authorities. Jerry graduated from the Howard training program on May 3, 1966, and was sworn into the school system as a teacher's aide at a salary of $3,814 per year immediately following graduation.

JAMES H.

A very dejected young man of eighteen years, James H. was referred to the project on October 20 after failing the Enlistment Screening Test. James lived with his father, sister and two brothers. His mother was at Saint Elizabeth's Hospital as a result of a mental relapse. James completed the tenth grade at Phelps Vocational High School and had no plans to return to school. He wanted to get into the service. Following intake and enrollment in the coach class, James was referred to the job developer for placement assistance.

Because of his defeated attitude, it was difficult to communicate with James. The job developer spoke with him at length and learned that he had worked last at a restaurant as a dishwasher at $1.00 per hour, but quit because he did not like the night hours. On the day James came to the project, and each day for a week, he was referred to one or more jobs but was not hired. Finally, late Friday afternoon of the week James came to the project, a job as a stock clerk for the Washington News Company was developed. James was reached by phone immediately and referred for an interview early the following Monday morning. James was hired at a salary of $50 a week to start. After that a complete change for the better in James' attitude came about. He attended and participated in the project's evening coach classes regularly, and was elected vice-president of his group. One month following placement, his employer indicated that James was doing very well, and James expressed satisfaction with the job because it enabled him to attend the classes. Six months later, after completion of the coach classes, James entered military service.

CHARLIE W.

Charlie, a twenty-year-old youth, was referred to the Youth Services Project by the Army recruiter after failing to pass the Enlistment Screening Test. Originally from Petersburg, Virginia, Charlie had come to the District of Columbia one year ago after completing the tenth grade. During that time he had held three different jobs. His first job as a laborer for a construction company was terminated because of the seasonal nature of that work. Through a private employment agency, Charlie obtained his second job at a local restaurant working as a kitchen helper at $.85 per hour, but he left that job to work in another restaurant at a higher salary of $1.00 per hour.

After he had been working on the third job for three weeks, Charlie came to the office in hopes of participating in the coach class because of his high interest in entering the Armed Forces. Unfortunately, his hours of work at the restaurant were from 2:00 p.m. to 11:00 p.m., which made it impossible for him to attend the evening coach class. It was at this point that Charlie was referred to the job developer for placement assistance. During the interview, Charlie expressed his disappointment with his last three jobs. He felt that he was underpaid and that the hours were restrictive. Charlie also reported that he had taken and passed the test for an elevator operator in the District, but that he had been unsuccessful in finding a job as an operator.

A call was made to the Trade and Industrials Office of the Employment Service to determine if there were any openings in this line. It was learned that Watergate East, a new luxury high-rise apartment building, had such an opening. Appointments and referrals were made and Charlie was hired that day. He is currently earning $1.40 per hour with excellent fringe benefits, and his hours are such that Charlie is now attending the evening program.

FOLLOWUP TECHNIQUES

In the first project a procedure was developed to follow up each youth between two and three months after intake. This policy was continued in the second project. From two to eight home visits were made, as found necessary. These followup visits were designed to determine what changes had occurred in the youth's life as a result of having been involved in the program: whether he was employed, if he had returned to school, if he had made use of the training opportunities, what he felt the training had offered him, if he had had involvement with the police or courts, if he had qualified for the Armed Forces, and other pertinent information related to his status. These visits enabled the program staff to determine what services within the program might be useful to the youth at this particular point in time. Followup was done for the purpose of learning the successes as well as the failures in adjustment of the youth since intake.

The followup procedure was an essential part of this experimental and demonstration program and, therefore, the youth aides, who performed this function, had to develop a number of skills to perform these duties effectively. The youth aides on the staff were young men with backgrounds and experiences similar to the youth they served. Some had been high school dropouts, which enabled them to establish good rapport with the target population. In order to use the youth aides most effectively, weekly inservice training sessions were provided and they were given close supportive supervision. Their primary responsibilities in the followup process consisted of the gathering, interpreting and recording of information to be used in the evaluation of the youth in the program. In order to do this the youth aides were given a thorough orientation on the materials and operations of the various phases of the program. It was necessary for them to be familiar with all of the forms used and to be aware of the services the community offered. They had to learn interviewing skills and be attuned to the needs of the youth and support the aims of the program.

To record this information the Followup Form used in the first project was revised (see Appendix p. 123). A Followup Summary Record Form was devised with coding which summarized the data from the followup visits (see Appendix p. 126). Details on data collection and coding are reported in the next portion of this section. The results and analysis of this followup information are included in Section X of this report.

An example of a followup interview and the steps taken by a youth aide consisted of the following:

- reading the "Intake Record Form" to gain information on the youth to be interviewed and the accumulated data since intake, enabling the youth aide to become aware of problem areas and to know what questions to ask and what services to offer;
- identifying himself at the start of the interview and explaining the project he represented and the purpose of his visit clearly in order to minimize suspicion and hostility;
- interviewing the youth if possible and, if unable to see the youth, then interviewing someone else in the household who had knowledge of the youth's situation;
- using the Followup Form as a basis for the interview;
- establishing a channel by which the youth could further avail himself of the services of the program;
- coordinating with the appropriate member of the staff to provide the particular service the youth wanted;
- transferring his notes to the Followup Form which was put in the youth's individual file and which became a part of his cumulative record.

DATA COLLECTION

In the first project, which ended February 28, 1965, the need for the collection of data on the characteristics of the youths served and on the results reported in followup interviews, became apparent. The data would also make it possible to evaluate the various services we were offering in the program. Dr. Arthur Pearl, then with the Center for Youth and Community Studies, Howard University, worked with the staff in a consultant capacity in setting up the coding and processing procedures to collect the necessary data. The very small staff of the program then cooperated in the collection, coding and analysis of this information, which was presented in the final report of the first project.

At the start of the second project, it was planned to proceed in the same manner on data collection. However, as the months went by it became obvious that, because of the expanded services and the more complex cumulative files, a research assistant was needed in order to do a more comprehensive and effective job. Halfway through this project NCCY approached the Office of Manpower Policy, Evaluation and Research, U. S. Department of

Labor, with a request for authority to hire a research assistant. The request was approved and subsequently a research assistant was added to the staff. At this point it seemed that the data collection and analysis problem would be solved, but what had not been anticipated fully were the complexities and growing pains that were involved in putting a research component into an experimental and demonstration program.

One of the difficult problems in the experimental and demonstration program was the fact that there might be many different types of contacts and services given to youths in the program and all of this information must be clearly documented in the files in order to get an overall picture. It was necessary then to put these data into an objective framework in order to analyze them. The action staff must also develop a uniform interpretation of information and forms if the research is to be useful and accurate.

By necessity, the services to the target population must come first, which is easily understood by the action staff. A little more difficult for them to understand is just what items to document in records, and very often under pressure of giving services, they might forget the importance of recording these services for later collection and analysis of data. Record keeping must be kept to the minimum; but, at the same time, essential information must be obtained and recorded.

It seems obvious that the research component must be an integral part of an experimental and demonstration program and should start the first day of the contract. There should be a clear understanding by all staff members of the functions of research in an action program setting. That is, the members of the staff who are more "action" oriented must appreciate the objectives and goals of the research staff. In turn, the research staff must thoroughly understand the purposes and services of the program. In order to fully understand this, the researcher should work for at least two weeks with each discipline on the staff, i.e., with the counselors on intake, program services and group counseling; with the job developer on job development and placement; and with the youth aides in followup visits. This would enable him to get a thorough knowledge of all aspects of the program.

The overall program cannot be completely effective unless there is sufficient feedback from the research arm of the operation to the action program for improved and more efficient services to the target population. In this manner, the action and research staff form a team. This team approach is carried further as action staff members must assist the research assistant in coding and preparing the data for machine processing. The youth aides carry a particularly vital role in this process. This means that they must receive the necessary inservice training in this area, thus adding to their value to the project and adding to their skills as subprofessional staff members.

The research effort should focus on more than the ultimate goal of a final report. A program analysis component should be included. This would involve evaluation of program practices with constant communication with the action staff in order that needed changes might be effected in weak areas and that demonstrated strengths might be more fully emphasized. Research, then, should be complementary as well as supplementary to the services provided by the action staff.

Section VIII

Program Development

BALTIMORE, MARYLAND

This section presents a chronological report of broad developments during the contract period. An attempt has been made to place significant events in a kind of historical perspective so that persons examining these records can get a picture of the process involved in developing a demonstration project such as this. It is suggested that the section on program development in the previous report of this project also be examined in order that a broader picture of the problems and achievements of this experimental and demonstration project can be obtained.

MARCH 1965

During this month the focus was on staff procurement and training while, at the same time, maintaining operations and adding new programs. We were fortunate in being able to procure the full complement of staff within two weeks after receiving the contract. All new staff members came to us highly recommended and with considerable experience in working with youth. Both new professional staff members had at least five years of experience in youth-serving agencies and the new secretary had four years of teaching experience on the junior high school level. One of the youth aides was a college student and the other was a graduate of our coach class and of the MDTA program. All of these new staff persons were extremely enthusiastic and this enabled us to offer an optimum level of service even in the beginning weeks.

The cooperative coach classes with the Department of Education were maintained, the MDTA program was utilized and more opportunities were opened up with the Job Corps and the Neighborhood Youth Corps. For the first time, we had a full-time job developer who spent much of this early period exploring employment opportunities and becoming more familiar with the employment problems of the youth for whom he would have placement responsibility.

Intake, during this period, posed no problems and continued at an optimum level. Individual and group counseling became better organized and increasingly effective with the addition of the new staff members. Followup was limited at this point because of the newness of the contract and the impracticality of making followup visits so soon after intake.

Physical space was the major problem at this point. Even this sometimes had humorous overtones growing out of eight persons trying to function out of two small offices. Seats and desk space were at a premium, but we somehow managed. The problem only became seriously complicated when several youths came into the office at the same time. We were, however, sustained by the knowledge that every effort was being expended to obtain suitable office space.

APRIL 1965

Highlighting this period was a one-week Group Counseling Institute for the staffs of both the Baltimore and Washington projects at the Institute of Youth Studies, Howard

University. At this institute the principles, concepts and techniques of group counseling were thoroughly explored.

Recruitment proceeded at a good pace, through April is traditionally a poor month for military recruitment. We continued to receive excellent cooperation from all branches of the service and from youth-serving agencies in the community. Training opportunities continued to be available for the youth and progressed normally with supportive counseling and job development assistance. Staff members participated in various meetings, programs, conferences and workshops in an effort to give the community an even broader based knowledge of our program and services.

Space continued to be a problem; however, offices were allocated for the project by the General Services Administration, pending renovation of the premises. Other administrative problems were minimal and services were maintained at an optimum level.

MAY 1965

During this month the new office space became available. This enabled the staff to work in more comfort and to provide more privacy for the youth coming into the office. Intake was proceeding at a pace which made it clear that the projection for the contract period was quite low. Activities related to the Youth Opportunity Center and the Neighborhood Youth Corps began to pick up considerably as these agencies became better established and their community impact became more fully realized.

The Maryland Conference of Social Welfare recognized the achievements of this project and asked that we report on the program at its spring meeting. The project was also discussed at many local functions and at the National Conference of Social Welfare.

Internal organization and the administrative structure remained unchanged. Tangible evidence of our efforts could now be seen as more and more youth were working, in training or entering a branch of military service.

JUNE--JULY 1965

During this period the project was selected by the Howard University School of Social Work as a training facility for one of its graduate students. This student became a part of the counseling program and was to receive graduate credit for his internship. The Youth Services Project was one of the few temporary and experimental projects to be afforded this kind of training opportunity.

The intake for this two-month period was nearly 150 youths, each with a different kind of problem and presenting a different kind of challenge to the staff. This high rate of intake brought about, by necessity, increased efficiency and more effective internal and external coordination.

We began to develop cooperative relationships with the Enoch Pratt Library which had long been faced with the problem of rejectees seeking assistance. A referral system was worked out; the Pratt staff developed a bibliography for them to use in preparing for the tests; and we prepared a study guide which was inserted in text material made available by the library to these youths.

The job developer established an arrangement with those with similar responsibilities from several other agencies whereby jobs which one job developer found and could not fill would be referred to a person who could more appropriately handle it.

AUGUST--SEPTEMBER 1965

Our first staff change occurred during this period when one of our secretaries resigned because she was moving, with her family, to Los Angeles. She was an extremely valuable employee whose training and experience enabled her to perform effectively many tasks that her job description did not call for. This clerical vacancy was filled by the promotion of one of the youth aides who had demonstrated ability and potential. A young Air Force veteran was employed to fill the position of youth aide and he quickly demonstrated a high degree of competence and an excellent attitude.

In September, after less than seven months of operation, the projected intake of 350 youths for the sixteen-month period had been exceeded. While this placed heavy demands on the staff, it demonstrated that the intake plan had been highly successful and that military recruiting stations were excellent sources for identifying and isolating academically deficient youths.

One special project in this period involved identifying all youths with whom we had had previous contact who had expressed their desire to return to school in the fall. These youths were located and helped to re-enroll. Followup visits were made to the young men to ensure that they had actually returned to school. This was a productive and rewarding special focus.

OCTOBER--NOVEMBER 1965

During this period protests against our country's involvement in Southeast Asia commanded much public attention. This resulted in much public interest in our project and focused attention on a group of youths with different objectives. On October 25, 1965 the Baltimore Sun discussed our project on its editorial pages from a very positive point of view. (see Appendix p. 145) We were pleased by the fact that our efforts were deemed worthy of editorial comment by what is acknowledged to be one of America's great newspapers.

In November the project administrator was interviewed by WBAL Radio on a twenty-five minute special, "Exploring the News." The project was also featured on a color television special, "Exclusive," by WBAL-TV. These programs were well received by the public.

Training, recruiting, counseling and job development and placement continued to be very effective, though hampered somewhat by the absence of one of the counselors for five weeks due to illness. Followup proceeded normally and no operational problems were evident.

We were fortunate, during this period, to have been selected by Plaza Billiards, Inc. as the community service agency to receive the proceeds from a billiards exhibition by Willie Mosconi. The management of this corporation felt that they could best demonstrate their support of our service by providing for a fund to be used by the youths in the program for transportation to the training classes, to keep job appointments or for other emergencies.

DECEMBER 1965--JANUARY 1966

Intake passed 500 in January, again indicating the demand for such a program and underlining the cooperation of the military services. A cursory examination of our statistics at the end of the year indicated that more than 130 youths were placed in more than 170 jobs; over 60 had returned to school; other agencies were carrying primary responsibility for more than 30; some 25 were in the Neighborhood Youth Corps; 30 or more than 40 were in the coach class or tutorial programs. The flexibility and mobility of the target population made it difficult to keep accurate statistics and some of the difficulties in maintaining various kinds of statistics were stated in the monthly reports.

The local Advisory Committee met during this period and the future of the project was the major issue discussed. The committee felt that the project should be continued under private and federal auspices for two to three years since it would be that long before the local community could assume the provision of these services to rejected armed forces volunteers.

There was one staff change during this period. One youth aide resigned, but was replaced with expediency and with no stoppage in the work flow.

The project's contribution to the city was officially recognized by the business community on January 26, 1966 when the Baltimore Junior Association of Commerce awarded its "Distinguished Service Award of 1965" to the project administrator. The award was for "outstanding community service," the first time a social service project had been so honored.

FEBRUARY--MARCH 1966

A special inservice training workshop for youth aides in the two projects was conducted by the two senior counselors, who also developed a manual for their use. This workshop permitted an exchange of ideas between the staffs of both projects. The workshop highlighted the fact that the youth aides were not all utilizing the same interviewing techniques and pointed out the need for a comprehensive training program for these nonprofessional staff members.

Another specific project during this period involved a special Job Corps recruitment effort. Baltimore's Job Corps quota had been increased considerably due to the high degree of success achieved during the past year by the local operation. As a result of this information, the two youth aides and a clerical aide reviewed all of our files to determine which of the youths might be interested in and suitable for Job Corps placement. These youths were visited and put in contact with the Job Corps office after their existing situations were carefully evaluated, and they were helped to again look at their objectives and their status. Many of these youths were screened or rescreened by the Job Corps and placed in rural or urban centers.

APRIL--MAY 1966

Intake was low during these two months as it had been during the same months in 1964 and 1965. Military recruiters attribute this to increased employment opportunities during the spring months, the fact that the school dropouts from the previous year have attempted to enlist earlier, and that youths who have remained in school up to this time will usually complete the school year. The low number of referrals during these two months is almost always offset by large numbers of new cases in June and July.

The Job Corps crash recruitment program continued to receive considerable attention in Baltimore and a number of youths referred by us were screened, processed and placed in various camps. This process had been "streamlined" by the local Job Corps office to the extent that placement could be effected within two weeks of referral.

The staff devoted much attention to the coding and analysis of the data to be included in our final report. This process, supervised by the research assistant, involved translating activity--as recorded in case records--into numerical codes suitable for programming into data processing equipment. Other activities were the preparation of case illustrations and text material designed to explain various aspects of the program and the analysis and interpretation of statistical figures and tables.

A most rewarding experience for the administrator involved his being asked to discuss the program at the Mid-Decade Conference on Children and Youth held in Washington, D. C. Delegates to this conference came from all of the states and territories and represented many federal agencies. Many youths were among the conference delegates. This represented an excellent opportunity for others to learn about our experimental and demonstration program and it gave us the opportunity to learn from the experiences of others.

The graduate student from the Howard University School of Social Work completed his field placement with the project on May 27, 1966. This experience had been meaningful for us and for the student. His efforts had enabled us to provide some badly needed services and he had gained first-hand experience in social work practice. The liaison faculty member from the university felt that this had been a very successful experiment and requested that the project accept other students for placement during the 1966-67 school year.

This period, then, found the project continuing its normal operations and, at the same time, preparing for the end of the current contract and planning for the beginning of new programs. These were all accomplished satisfactorily and, at this point, no particular problems could be identified.

WASHINGTON, D. C.

The gradual development of services in the Washington metropolitan area as well as the new and sometimes dramatic happenings within the program were reflected in our periodic monthly reports to OMPER. The urgency, the problems, and sometimes the solutions as they occurred were given vent in these reports. In this section, the highlights of the reports give an overview of the development of the program as seen by the chronological order of events.

MARCH 1965

The new contract with OMPER started officially March 1, 1965, although final word in respect to funding came only a week before. The staff was kept busy completing work on day and evening classes under the previous contract. At the same time, additional staff was being recruited and preparations were being made for the training institute, at the Institute for Youth Studies, Howard University. In order to avoid a gap in the services, the staff continued to maintain intake and community responsibilities. The project's new office space at 623 F Street, N.W. required a great deal of planning and arranging so that it would be in readiness for the expanded program.

Prior planning enabled the project staff to make a smooth transition to an enlarged and more complex operation without losing momentum. The advantage of having a core staff of trained and experienced persons was significant.

The following new staff members were employed: Darryl Calderon, as counselor and Robert Sneed, as project aide, leaving two staff positions open.

Forty-three youths were registered during the month and group counseling started on a scheduled basis.

APRIL 1965

Orientation and inservice training of the staff continued throughout the month. During April, the staff attended a one-week Institute at the Institute for Youth Studies, Howard University, planned especially for the Youth Services Project. The purpose of this institute was to discuss the principles and techniques of group counseling. The participants felt that this training seminar was successful and the inclusion of staff from the United States Employment Service worthwhile.

Two new staff members were hired: Edwin H. Daniel as job developer and volunteer coordinator, and Rayford J. Myers as senior counselor. The new staff members were introduced to the agencies most closely connected with the project in order to establish personal contact with their counterparts.

A new office schedule was put into operation to better serve the target population. The office hours established were from 8:30 a.m. to 8:00 p.m. Mondays, Wednesdays and Thursdays, and from 8:30 a.m. to 5:00 p.m. on Tuesdays and Fridays. The project's services included direct training, group counseling and job assistance three evenings a week. An extensive review of all forms and procedures was begun. A new intake form was developed to include additional information needed under the new contract. Forty-six trainees were added, bringing the total to 89. April also marked the recruitment of the first volunteer to assist in instructing in remedial English. Efforts to interest male volunteers were not successful.

MAY 1965

The third month of operation under the new contract was relatively smooth. The aims and purposes of the program in the Washington, D.C. area were well known by the staff and the working relationships with the other youth-serving agencies in the community were well-coordinated.

The Advisory Committee for the Washington Youth Services Project, "Team for Action," met May 4, 1965 in the Conference Room, U. S. Employment Service, 555 Pennsylvania Avenue, N. W., Washington, D. C. The meeting provided a better understanding of community relationships and a number of valuable suggestions were made to improve the project's services.

An important area of service which was needed in the program was the development of a resource to provide physical examinations and followup services to the youths in the project. It was estimated that a maximum of 40 youths would need these services each month. For those whose strong desire was to enter the Armed Forces, the combination of basic education, group counseling, physical examinations, and followup services would better equip the youth to qualify at the Armed Forces Examining Station. Those who were unable to meet the physical requirements would be directed to training for a civilian occupation early in their program. The Public Health Service, Department of Health, Education and Welfare was approached in an effort to find funding for the physical examinations and health services.

Mr. Calderon, counselor for the project, resigned from the staff to take up new duties with the recently opened Youth Opportunity Centers. Mr. Harvey Schwartz was engaged as a counselor.

During the month, 41 youths were enrolled, bringing the total to 130. The Armed Forces Familiarization Sessions were in full swing. These evening sessions were conducted as an experiment to accommodate some of the youths who could not get into the MDTA program because of job conflict or who were full-time day students. These sessions did not function as a school. Experimentation with new methods was encouraged. The group counseling techniques used, described in the methodology section, were well received by the students; and the friendly, informal but firm attitude of the training staff was conducive to bringing to the surface the youths' dormant interests. The MDTA training classes continued to be held on a full-time basis at the Armstrong Adult Education Center.

Our first volunteer coached the evening class and was a welcome addition to the training staff. Immediate telephone calls were made to the homes of youths who were late of absent from class, thus helping to maintain the interest and awareness on the part of the students that their absence was noticed.

A field trip and an increasing social interaction between students and staff brought about welcomed changes which seemed to eliminate the fear of a close relationship.

JUNE--JULY 1965

Youths came to the project in ever increasing numbers. The staff learned to interact effectively and the services offered continued to be well received by the community. The Washington and Baltimore staff met to review procedures and discuss all phases of the project. The competitiveness between the two programs and the variations of services between the two cities made for interesting and valuable discussions.

The National Committee for Children and Youth met in Washington, D. C., June 3-4, 1965. The project staff met with the National Committee members June 4 to report to them on the progress of the project since March 1, 1965.

In July the start of a new MDTA program brought into sharp focus some of the changes that had occurred in the City of Washington, brought about by greater government interest and a maximum effort to improve the employment situation of youth. Employment opportunities, with salaries starting at the minimum wage rate of $1.25 per hour, became available to youths in great numbers, sometimes competing with educational programs designed to improve qualifications. This competition forced the youth to choose between the gratification of immediate substantial earnings and long-range plans which included training to improve future earnings and conditions. As a result, youths made choices that were not always in their best interest. As an example, over 90 youths were referred for registration in MDTA classes over a period of three weeks; but the United States Employment Service registered only 47, after they realized they would be receiving only $20 per week as a training allowance. There was also the problem that many of these youths did not qualify under the regulations for a training allowance.

Many attempting to volunteer because of their fear of being drafted, but still interested in a service career, were referred to the project, causing a spectacular increase of nearly 50 percent in intake compared to previous months. It was assumed that this increase would remain at a high level during the following months which raised serious questions as to the effectiveness of an experimental and demonstration program if it developed into a service agency. Such a large increase in the intake could seriously strain effective counseling, placement and training procedures. The effort to provide quality services could only be effective if the intake was in keeping with the planned program. The development of our "Do It Yourself Kit" (see Methodology p. 48) consumed some staff time and was worthwhile in retrospect after the distribution was initiated on a selective basis. Training materials were not readily available to serve a very specialized purpose. The development of an inexpensive, all-purpose training tool to be used in situations calling for a review of basic knowledge interested the staff. Since none of them were education experts, the approach to the problem was unusual.

Barton A. Straus, a member of the staff of the Youth Office, United States Employment Service, was loaned to the project for the duration of the project. This unusual, and, to our knowledge, first arrangement of this kind in this community, marked the excellent relationship and support given by the Employment Service to effectively strengthen the program. During this two-month period 77 youths were enrolled, bringing the total to 258. The first Armed Forces training group graduated, celebrating with a party at the senior counselor's home.

AUGUST--SEPTEMBER 1965

At midpoint in our program the intensification of services and the increasingly large number of registrants posed new problems which demanded new solutions. Administrative problems were kept to a minimum while an effort was made to improve well-tested activities.

The major problem was the need for intensive qualitative work on a restrictive basis rather than attempting to serve quantitatively. The contract responsibilities as an experimental and demonstration project did not include the directive to function as a line agency. Nevertheless, it was exceedingly difficult to turn away young men who came to the project with hope and expectations knowing that the community did not have this particular kind of service to offer them.

September saw the end of MDTA classes at Armstrong School. Enrollment of this last class (DC 5019) was 50 percent of capacity and the results were not successful enough to be encouraging. The questions raised concerning traditional school training and MDTA, unfortunately, had not been answered, mainly because of the lack of ongoing evaluation of the program and the general detachment from the problem on the part of the school authorities.

It became apparent to the project staff that the initial motivation of the youths enrolled in training had to be reinforced by tangible evidence of the realities of their goal. To help maintain motivation and to provide a tie-in, as well as some "extra interest," arrangements were made with various military facilities surrounding the metropolitan area for group visits. It was hoped that these visits would lead to the relation on the part of the students to training and job interests in the Armed Forces by demonstrating the technical criteria and training methods in current use. Field trips to the Fort Belvoir and Fort Meade reservations presented a case in point. Because of the availability of excellent instructors in the fields of heavy construction, communications and general engineering, the visits and the verbal exchanges were extremely useful to the project personnel and students enrolled in training.

The cooperation of the military district of Washington and the Department of Defense, as well as the Armed Forces recruiting services, demonstrated their sympathy with and understanding of the long-range aims of the program offered by the Youth Services Project.

Cooperation with the local Community Action Program resulted in obtaining pre-medical examinations for the youths enrolled in the program at no additional expense. It was hoped that this would forestall rejection for medical reasons after training. In addition, assistance offered by the Speech and Hearing Center at Gallaudet College initiated a thorough hearing check on a selective basis to determine the need for such services.

OCTOBER--NOVEMBER 1965

October and November were months of intense activities in the program. Fifty-seven youths were registered during this reporting period, making a total of 443 youths who had been interviewed by the staff. This was in excess of the total number forecast for the duration of the project and the program still had seven months to go.

The administrative changes made by the Armed Forces in respect to passing scores necessary for enlistment, had not made any appreciable difference to our operation, mainly because we had always attracted the low-scoring individual, the non-high school graduate who would not benefit from lowered standards.

The training program as a result, had a greater impact on our target population. The staff continued to stress to the youths the need to upgrade their total educational achievements, pointing out to them that it was not enough to be able to pass one test--

but a series of tests during their initial military experience. This achievement could come only when they were able to master the basic subjects and use their newly developed skills intelligently. In this respect, the development of didactic materials such as the "kit" was very helpful.

The staff was particularly gratified to receive an invitation to visit the largest Army basic training facility at Fort Jackson, North Carolina. Colonel Arthur W. Allen, Jr., Deputy Under Secretary of the Army, Manpower and Reserve Forces, was instrumental in making this visit possible. Staff members from both the Washington and Baltimore programs were given the opportunity to examine firsthand the training operations and become aware of the magnitude of problems presented both in terms of administration and logistics, as well as the current requirements and standards prevailing in the Army. A direct result of this visit was a greater understanding of the many problems the youths were bound to face in relation to military occupations.

In addition, the Armed Forces Familiarization Sessions were substantially altered and became more effective. The counseling program focused on the need for the youth to face his responsibilities, duties and privileges, the need to pay attention to rules, to observe and follow orders while undergoing group-living schedules--aspects of military life many had not considered before. A new training course was started and the sixth and last booklet of the didactic training kit was completed. Edward Lawson joined the staff as a youth aide.

The project was ahead of schedule in terms of numbers of persons to be served but behind schedule in areas not under its direct control, such as the negotiations for on-the-job-training programs at Children's Convalescent Hospital, which were still tied up in the maze of administrative procedures.

DECEMBER 1965--JANUARY 1966

At this date, 513 youths had been enrolled in the project, a number much in excess of what had been originally anticipated; and the last group of youths particularly interested in entering the Armed Forces were in the process of training. A new experimental feature had been added to the program by the Education Research Project of The George Washington University. The director, Dr. John T. Daily, had made available the technical assistance of his department to strengthen and improve the training in abstract reasoning subjects in the Armed Forces Familiarization Classes.

Community relations with military recruiters, law enforcement officials and the public and private agencies of Washington, D.C. were at an all-time high. This city did not as yet have its own Youth Opportunity Center but the Youth Office of the United States Employment Service had extended every cooperation and assistance, not only officially, but also by personal action of its dedicated staff who served as volunteer instructors and continued to encourage the attempts to find new ways and means to serve the youth of this city.

With the release by the U. S. Department of Labor, of the final report of the first contract, new interest was generated in the community, as demonstrated by newspaper articles and interviews on radio. On December 23, 1965 the project administrator was a guest on the Steve Allison Show on WWDC. On December 27, the administrator and two graduates of the program, who were serving with the U. S. Marine Corps answered questions on WTOP as a part of the popular program, "Your Opinion Please."

Mr. Lawson, project aide, resigned in December and Ralph Anderson joined the staff in that capacity. The promotion of William Brockenberry to junior counselor took effect January 15. His previous position was filled by Benjamin J. Morrison. Mrs. Geraldine Thompson, the secretary, left the staff and was replaced by Joanne Senechal on February 4.

Another training group graduated in January. Different formats had been tested during these sessions. With the start of a new training group, the last one during the lifetime of this project, the staff applied all that had been learned regarding remediation. The chief concern was the intellectual and social development of the students. The project staff, composed of Rayford J. Myers, senior counselor; Harvey Schwartz, counselor; Barton A. Straus, job developer; and Ray Fernandez, testing staff of GWU, volunteered their time for this venture. They instructed the youths in mathematics, English, tool recognition, and abstract reasoning.

FEBRUARY--MARCH 1966

These were the eleventh and twelfth months of the sixteen-month program. The total number of youths served by the project had reached 552. (The contract had provided that the project would work with 350 youths from the D.C. area and 350 from the Baltimore area.) Fifteen youths were enrolled in February and 24 in March. The low registration for service during these months was in part due to the filling of training slots available through the evening class, and the lowest number of referrals from Armed Forces recruiters since the project started. The youths already registered had passed the total number the project had expected to serve. With the increasing manpower requirements of the Armed Forces and the lowering of standards, youths who were referred to the project by recruiters were, generally speaking, operating on a very low achievement level, requiring specialized remediation and intensive services.

The evening classes had been specifically structured to serve those youths primarily interested in entering the Armed Forces. The last group completed their training cycle March 24. On that date a graduation ceremony was held in the project office culminated by the granting of certificates to those completing the course. Sylvan Reichgut, Director of the Selective Service System for Washington, D. C., addressed the group as guest speaker. The most gratifying feature of this last training cycle was the extremely low dropout rate. Of the 37 youths who registered for this course 29 completed it, and it was anticipated that more than 70 percent would enter the Armed Forces.

Due to the fact that no further training was planned prior to the termination of the contract, other alternatives in the community had to be found. The response in the community was excellent and the following training opportunities were set up to serve youths rejected by the Armed Forces:

- The Church of the Reformation on Capitol Heights in Washington initiated a twelve-week training course entirely staffed by volunteer Church members to provide training for 20 youths. The training materials used were those developed by the project and the Church received continuing technical assistance from the project staff.

- The United States Employment Service started a special training class at the end of March, to serve youths who had scored low on the GATB in the past and who wished to enter the apprenticable trades. The training format was similar to the one devised by the Youth Services Project.

- The District of Columbia Optometric Association made it possible to provide eye examinations for a number of youths enrolled in training during March. The examinations were conducted at the Main Navy Dispensary under the direction of Captain R. L. Vasa, MSC, USN.

- A field trip was taken to the Navy Yard and a training submarine was visited on the occasion.

APRIL--MAY 1966

Twenty-seven youths were processed through intake during this period bringing the cumulative total to 579 persons registered since the project started in March 1965. Referrals continued to come mainly from the Army and Marine Corps recruiters.

A large portion of staff time was spent in preparing the draft of our final report. Data was coded and our followup activities increased in order to secure information needed for the report. In addition to these activities, we maintained continuing contacts with the community agencies and more specifically with the Adult Education Department of District of Columbia Schools, the Department of Defense, the Bureau of Employment Security and the D. C. Advisory Committee. The highlights of these contacts are briefly described as follows:

- Public school arrangements were completed to provide two public school teachers for the special evening training program to start June 13 for 20 youths wishing to avail themselves of rapid remediation in basic education in order to qualify for the Armed Forces. The interest demonstrated by the school system is particularly appreciated and shows the continuing interest our program has received in the city. Although the direct training component will be the responsibility of the Board of Education, a complete range of supportive services will be provided by the project staff and will consist of counseling, individual and group employment assistance and followup. A teacher-training workshop with the professional staff was scheduled for June 7.

- Manpower specialists from the Department of Defense met with the project staff to discuss possible programs which might improve the enlistment rate in the country.

- The D. C. Advisory Committee met at the United States Employment Service Conference Room on May 24. William Nichols from the Bureau of Employment Security, U. S. Department of Labor, commented on future plans involving the National Committee for Children and Youth in a five-city program. The Advisory Committee was brought up to date on developments in the program by the project director and the administrator. Members attending made favorable comments. The military members urged that the project be continued in order that the services of the program be available for those youths wishing to improve their educational achievements.

During the period one of the youth aides on the staff entered the Armed Forces. Apart from this vacancy, the staff situation remained stable and no administrative problems were encountered.

Members of the staff attended and participated in the Mid-Decade Conference on Children and Youth sponsored by the National Committee for Children and Youth and were provided a very rewarding experience. The project received favorable attention in discussion by the delegates.

Section IX

Summaries of Case Studies

In order to truly evaluate a program such as the Youth Services Project of NCCY, it is necessary to look further than an outline of methodology and a statistical profile of activities.

To better understand and illustrate the frustrations and satisfactions that came from working with over 1000 youths, eight short case summaries are presented. Each of these situations presents a different aspect of the social, emotional, cultural and psychological problems which the candidate brought to the project, and the manner in which he arrived at a solution. Tables and statistics are meaningless without a true understanding of the significance of the voluntary participation of these young men who may have found little response to their needs elsewhere in the community.

These sketches attempt to illustrate how the youths' relationships with the project have affected the immeasurables to feeling and attitude, for the purpose of the project was to capitalize on motivation, to mobilize energies and to give direction to formerly inhibited ambitions and drives.

DAVID S.

David was born in Washington, D. C. on August 21, 1947. He attended Stevens and Wilson elementary schools, and Shaw Junior High School. In September of 1964 while enrolled at Cardoza High School, he borrowed a sum of money from a teacher but failed to repay the loan. This resulted in his being expelled in February 1965. Immediately following his ouster from school, he took the Army Screening Test and failed it. He was referred to NCCY by the Army recruiter and on February 15, 1965 was registered in the evening class.

David, as reported by his mother, had always been a "follower" and had "failed" in everything he had ever attempted. He had lived with his mother since childhood. The only adult male he had known in the family was a maternal uncle. In each of the four home visits made, the counselor noted that the mother constantly referred to her brother, with whom they lived, as "always doing the right thing," "never" failing in anything he attempted, and "always" knowing the correct answer to a problem. David, in contrast, was described as "always" failing in everything he attempted and "never" knowing the correct answer to anything. She appeared to regard him as a child, incapable of thinking for himself. In one instance, while the counselor and David were discussing a math problem, she shouted from the adjoining room, "Put your glasses back on, boy." Then directing her next remark to the counselor she said, "I appreciate the help you are giving him but he is going to fail this school too, he always fails everything."

An appointment was made to see the mother alone. The suggestion was made to her that a "little experiment" be tried for the duration of the evening class. The experiment was that David be given credit for everything he attempted in which he succeeded and to minimize his failures if he did not. She agreed to the suggestion. David's mother stated that she knew he had not been learning very much in school. She said, "I don't know why they keep passing him. I am positive he hasn't learned the things well enough to pass, yet they keep passing him to a higher grade. Maybe they just want to get rid of him . . . . Maybe there are so many kids in school they have to pass them so they can make room for the ones coming in. For whatever reason they are passing him, I don't think it is because he has learned anything, because he hasn't." In this she was correct. David was extremely dificient in most subjects. He was unfamiliar with the most basic rules of arithmetic. David's mother was asked to contribute as much time and efforts as she could spare in helping David to go to school every day and to study each night. She was very cooperative and agreed to the suggestion. While enrolled in the project class, David was very conscientious in his studies but simply could not grasp the material. He was not a dull youth. He discussed ideas intelligently and had set reasonable, realistic goals for himself. Throughout the course, David studied religiously. He improved considerably but was greatly hampered by his pathetically inadequate background. At the conclusion of the course he said he "knew" he was going to pass the enlistment tests. He passed the Army screening requirements but scored 19 on the AFQT after being sent to the induction station.

Following this experience, a home visit was made to see David's mother. She said her son had been so heartbroken and bitter because of his failure that he had become determined to go back to school and graduate. He came to the office a month after he failed the AFQT to report that he had returned to the high school and had made arrangements to go back full time and also work part time. He was able to convince the school authorities that he was strongly motivated to further his education and "become somebody."

We cannot take all the credit for this change of heart, but the opportunities offered the youth on a realistic basis paid off by bringing perspective to his thinking. The support and the encouragement obtained in the group by discussions with his peers, had much to do with his new resolutions.

RONALD S.

In January of 1965 Ronald S. volunteered for military service in the United States Navy. On the basis of a written examination, he was rejected. In September of that year, on the same examination, he achieved a score considerably higher than is required for Armed Forces entrance. After two months of processing, his application for enlistment was again rejected. A bewildered Ronald asked, "Why?" Inquiry into the background of this young man only echoed the question.

At the age of fourteen, when he was living in New York City, Ronald ran away from home. He rode the subways for a period of days. Ronald's mother brought him to the attention of the juvenile authorities, whose subsequent inquiry revealed an intolerable family situation. Ronald was found out of parental control, and for his own protection, was placed in the Warwick Training School for Boys. After seven months, he was released and put on probation. Six months later he was released from the custody of the court.

Ronald's only other contact with the courts arose from his participation in a demonstration for the placement of a traffic light at a dangerous intersection. A charge of disorderly conduct was dismissed by the court.

According to the Juvenile Court of New York City, Ronald had never committed any offense. His committment to Warwick was prompted by an unhealthy home situation from which the court felt he should be protected, rather than because of any delinquent act on Ronald's part. The later charge of disorderly conduct had resulted from participation in a neighborhood demonstration, and the charge was dismissed.

Had Ronald S. committed some minor juvenile offense, would the Navy then be justified in rejecting his application for enlistment? The question is not easily answered. The Navy contends that it must accept those applicants who are "most qualified" before "others" are considered. Nevertheless, the rejection of a youth on the basis of a juvenile offense mocks the protective intent of our juvenile codes. It would seem reasonable for the Armed Forces to exclude most classifications of juvenile offenses from consideration when determining if an applicant is qualified for enlistment. Certainly the relevance of a minor juvenile history to service performance is highly questionable. Juvenile court involvement would appear totally irrelevant to service performance when that involvement stems from situations and acts for which an adult would not be charged. In the case of Ronald S., court action was because of the family situation rather than the behavior of the youth.

When one branch of the Armed Forces rejects an applicant, other branches usually reject that applicant as a matter of course. Enlistment forms require that person applying indicate if he had ever been rejected by any branch of the military. This means, in effect, that a youth can be barred from enlistment in any military service because of family difficulties over which he had no control.

Ronald S. was fortunate. His high motivation towards Armed Forces entrance brought him into contact with the Washington Youth Services Project at the time he failed the Navy screening test. This same motivation helped him through the ten weeks of basic education classes which preceded his passing the AFQT. After his rejection by the Navy, his sincere desire to enter military service won out over the disappointment and despair which he felt as a result of that rejection. He was able to find assistance at the YSP in contacting the New York Juvenile Court for clarification of his "record." Recommendations were written in his behalf. His case was presented to the Marine Recruiting Station in Washington, and he was able to receive the administrative waiver required for his enlistment.

Ronald S. is now serving his country in the United States Marine Corps. Both he and his country were almost denied the mutual benefits of his military service. Other young men may be less fortunate than Ronald S. In this case, the Youth Services Project made the difference.

JAMES F.

James is a seventeen-year-old, Negro youth who lives with both parents in a lower middle-class area of northwest Baltimore. He was originally referred to us in September by an Army recruiter after he had failed the Enlistment Screening Test. He was described as being "upset" over his failure, lacking in self-esteem, unsure of his place in his family constellation and confused about his goals and objectives.

Because of the lack of clarity in terms of this youth's goals, he was referred to our graduate student from the Howard University School of Social Work who could work with him more intensively and could provide him with the ego support and the guidance counseling that he so clearly needed.

During the first few weeks, James was seen in weekly individual counseling sessions. These sessions focused on helping James to decide to enroll in regular school sessions and to remain there. He returned to Public School 183 and was entered in the electrical repairing course. Much support was given this youth in terms of helping him to resolve his negative feelings about the school, which he saw as a "dumping ground" for inadequate students. He was counseled as to the practical advantages of this school placement for him, and began to develop more awareness of his own strengths as well as his limitations.

As James' need for academic help became more apparent, a joint decision was reached that he should enroll in the coach classes primarily for the basic education help that he could receive and with the longer range objective of assisting him to qualify for military service if he should subsequently decide that this was what he wanted to do. James attended both day and evening classes regularly and was very conscientious in his work. He used these two learning situations to support each other. At this point he also began to participate in the group counseling sessions and individual counseling became less frequent.

Concurrent with the planning with James, the graduate student received James' consent to become actively engaged with his parents. They approved of his involvement with our project and gave us and James much support. The parents saw that he had the carfare to get to school, helped him to keep individual counseling appointments and began, with the graduate student's help, to re-examine their own relationship with their son. The most important development was their realization that they were unfairly demanding James to meet the standards set by his older siblings when, in fact, he had differing interests and capabilities from theirs. As time progressed, James and his parents could attest to a more positive kind of interaction between them. The father, a house painter, said, for example, that he really wanted a college education for each of his children so badly that he had been unable to accept anything less than this as being perfectly satisfactory. He was now willing to concede that the chances for James to go to college were slim and that there were other ways to become "successful." He felt the electrical repairing course offered good potential for his son and he would support him in this.

James completed the coach class, but made no effort to get into the military service. He decided to remain in school and to seek a part-time job. The graduate student referred him to the job developer who found him part-time employment with the National Jewelry Company at $1.50 per hour. He works four afternoons and all day on Saturday and will work full time during the summer months. James is very pleased with the job and his employer is extremely satisfied with his work performance and work habits. James is still in school and his attendance and performance have been quite good.

This youth's current objective is to graduate from high school and to complete the electrical repairing course. He hopes to maintain some degree of independence while pursuing this objective by keeping his job which enables him to meet his own financial needs. He has achieved a different and more positive kind of relationship with his parents and they, in turn, are proud of the progress he is making. James' current motivation for military service is low; however, he stands willing to serve if he is drafted and is considering the possibilities of enlistment after he graduates from high school in June of 1967. He hopes that when and if he serves he can be placed in some training that will enable him to further his knowledge of electricity.

WESLEY C.

A characteristic that has been frequently noted among Armed Forces rejectees is their inability to form dependency ties with others. Once they have failed the AFQT, they tend to be on guard emotionally and assume an air of indifference. These two characteristics were part of the personality of Wesley, a twenty-year-old Washingtonian by birth who was referred to us by the Selective Service. He was classified 1-Y after having scored 15 on the Selective Service examination. He had completed a course at the Armstrong Adult Center which was designed to upgrade the qualifications of young men who had dropped out of school.

The absence of dependency behavior probably developed as a result of his earlier childhood experiences. Wesley seemed very independent because he was the older child and in charge at home while both parents worked. He, therefore, did all the thinking and made the decisions for his younger brother. He had to depend on his own ingenuity to get himself and his brother out of scrapes, etc.

Wesley had dropped out of school at age eighteen. While enrolled at Spingarn his grades were satisfactory. He belonged to the Red Cross Club, to the Civil Air Patrol, and sang in the choir at Saint Luke's Episcopal Church. He felt happier when not in school and decided he would see how life was away from it.

After leaving school, he was employed twice as a cook's helper earning approximately $65.00 per week. His ambition was to become a cook because some of his friends who had helped him to find these jobs felt it was a good field.

Wesley's police record consisted of one offense for drunken driving when nineteen years old. He was found guilty, and paid a small fine.

His interest in the Army had been sparked by a speech made at Spingarn by a recruiting officer. Also the fact that a cousin was a major in the Army had influenced him.

After consultation, Wesley was referred to the evening class that met three times a week. A letter had been written to his draft board requesting that he be retested. Although he had completed one class, Wesley decided that further class attendance, until he was called to be tested, would help tremendously.

Wesley was employed at a department store located across the street from the Project Office. This enabled him to attend classes regularly. He participated in the group discussions and on many occasions dominated the discussion when he could bring up the subject of girl friends. He was older than most of his classmates and had a great deal more experience. He talked with authority on the subject of "how to get along with your girl."

He completed the ten-week training session and was called on January 17 for retesting. Because his scores were substantially better, he was able to obtain his reclassification and is presently serving in the Army.

BENJAMIN B.

Benjamin B., nicknamed "Bengie" by his family, was the product of a very stable, highly respected family that resided in a middle-class neighborhood. His father was employed as a clerk at the Social Security Administration and his mother was a teacher in the Baltimore School System. At eighteen, he was the older of two siblings and a high school graduate. While attending high school he studied music and became interested in the saxaphone. He subsequently won second prize in a city-wide musical contest, and played professionally in a musical trio that entertained in a local night club.

We first met Bengie on January 3, 1966 when he came in to enlist in the Navy, and failed the Applicant Qualification Test (AQT). On this, as on subsequent occasions, he was neatly dressed and very well mannered. He was quite upset at failing the test, but later admitted that although he was a high school graduate, he had always had difficulty with English and mathematics. His reason for wanting to enlist in the Navy, as opposed to any other branch, indicated that he had given the decision careful consideration. He recognized the fact that he had a military obligation and would soon be drafted. If he permitted this to happen he would be unable to choose the career field that he wanted. On the other hand if he enlisted, he would then be in a position to pursue his musical career. He was enrolled in the coach class and expressed a determination to get into the service with this help. He qualified this statement by saying that he would first have to obtain permission from his mother. We learned the true significance of this statement after we got to know him better.

As we continued to work with Bengie in the group counseling sessions and during individual interviews, it became apparent that his life had been dominated by his mother. It appeared that she had "pushed him" through school and was the person in the home who made the important decisions where he was concerned. He rarely spoke about his father, but occasionally mentioned his maternal grandfather who was a prominent physician in the city. On several occasions we talked with Mrs. B. and felt that her concern for her son was genuine. However, it seemed that she found it difficult to accept the fact that Bengie was only a fair student who would never follow in the footsteps of his grandfather. It was suggested that her son did have a promising career in the field of music and she, with our help, began to accept this fact.

We could not help but feel that getting into the service would be an important development in Bengie's life for a number of reasons. The most important one would be an opportunity for him to be separated from his family, particularly his mother. It would afford him the chance to act independently and to learn to make his own decisions. This need was never clearer than the day he completed the coach class and came in to take the screening test again. On this occasion he again failed the test for the Navy, but made a higher score than the previous time. His score indicated that he could qualify for the Army, and since the Army also offered a music program, we discussed this possibility with him. In addition, we arranged for him to talk with the Army recruiter who could be more specific about the Army's programs. Bengie was interested in all of this, but again would not attempt a decision without his mother's permission. He tearfully requested that we call her and ask if he could take the test for the Army. We talked with Mrs. B. and after explaining the situation in its entirety, she gave her consent.

On February 26, 1966 Bengie took the Armed Forces Qualification Test (AFQT) and passed with a score of 23. Until he left on March 7 for basic training, he was in the office regularly to talk with us about music and the service. We last saw Bengie on the day before he left for training. On that occasion he told us how much he was looking forward to this new experience and did not seem overly concerned about the fact that it meant he would be separated from his family. The more we thought about this youth, the more we were convinced that he was well on his way toward a successful musical career, a very meaningful Army experience and a much needed change from Bengie to Benjamin.

ROBERT C.

Robert C., also an eighteen-year-old youth, first came to the project office on April 21, 1965 after scoring only eight on the Enlistment Screening Test (EST) for the Army. At the time of intake he indicated that he only needed a little help with the blocks and patterns section of the test, although it was obvious that he had failed in all areas. Other available programs were discussed with him, but he insisted that he was only interested in getting into the service. He was enrolled in the coach class despite the fact that his score was very low, and the class had already started.

Robert was reared in a very low socio-economic part of the city. One of the staff members had met his family several years ago when he had worked with an older brother, Marvin, who was living in a foster home at the time. His parents were separated and he and four of his seven siblings lived with his mother. She was employed as a domestic and Robert, who lived in a similar section of the city, worked as a laborer. The family was known to many social agencies as a result of the instability which was characteristic of the family.

Robert is a large, well-built youth who looks much older than eighteen. He completed the ninth grade at a local junior high school before he dropped out to help support his family after his parents separated. Since leaving school, he has had several construction jobs, working as a laborer and one as a cosmetics salesman. While discussing his involvement with the law, we learned that Robert had spent nine months in a training school for delinquents. He had been caught, in company with his brother Marvin, stealing from a parked car. He had also served thirty days in jail after being arrested for disorderly conduct. Although he knew that he would have to be granted a waiver of his record, he continued to manifest a strong desire to attend the coach class and eventually enlist in the service.

Most of our contacts with Robert took place in the coach class, although he occasionally came in to see us when he had a day off from work. We found him to be somewhat crude in speech and actions; and although he appeared to have average intelligence, it was apparent that his training, both at home and school, had been limited. In the group counseling sessions, he was one of the individuals who had to be restrained in order that others might have an opportunity to participate. While this was basically the way in which he operated, we found him to be a likeable youth and we were impressed with the intensity of desire to improve that he displayed. He recognized the fact that although he always had a good paying job, it was always as a laborer. He was able to see that he needed to learn a trade or further his education in some other way before he could expect to get ahead in terms of the type of job that he could hold.

Frequently during our contacts with Robert, we talked about his older brother Marvin. When we told him that we had known his mother and Marvin when he was in the foster home, he spoke more freely about himself and his family. He spoke about the period when he had also lived in a foster home and how difficult it had been for him. He related how he and Marvin had been caught stealing and that Marvin had been sentenced to three years in jail, while he had been committed to Boys' Village. He was pleased to learn that Marvin would be released from his sentence in the very near future.

After he completed the coach class in May 1965, Robert took the Enlistment Screening Test (EST) and made the high score of 35. The Army recruiter succeeded in obtaining a waiver of his not-too-serious record and, on August 27, 1965 he took the Armed Forces Qualification Test and failed with a score of 20. After he failed to qualify for the Army, he dropped out of sight and we did not hear from him again. On November 1, 1965 the Army recruiter notified us that the qualifying score of the AFQT had been lowered to 16 and that any youth who had made 16 or better in the past could qualify provided he scored high on the Applicant Qualification Battery (AQB). We attempted to locate Robert in order that he might have an opportunity to try for enlistment, but we were unable to find him. In March 1966, we were reading the morning paper when we located Robert and his brother Marvin. The newspaper gave an account of a burglary in which both had participated. One month prior to this time, we had ceased looking for him and had closed his case with the notation "case closed--unable to locate."

CARROLL T.

Carroll T. was an eighteen-year-old youth who was referred to us on March 8, 1965 by the Navy recruiting unit. He had failed the Navy Screening Test, having made a score of 36. At the initial interview he was extremely disappointed and upset because of this failure. He indicated a strong desire to enter the military service and expressed an interest in attending the Armed Forces coach class.

Carroll was the third of seven siblings and resided with both parents in a single family dwelling. His home is located in a low socio-economic neighborhood. At the initial interview, Carroll was experiencing some difficulty in his adjustment at school and at home. It was indicated that this was one of the factors that prompted him to attempt to enlist in the military services.

Carroll was attending a school for slow learners and underachievers. He was unhappy at this school and requested that the counselor assist him in getting a transfer to another school. A conversation with the principal of his school revealed that Carroll's reading level was very low and that a transfer to another school at this time would not be of any benefit to him. This was explained to Carroll and it was suggested by the counselor that if he worked hard to improve, he might be able to get a transfer at the end of the school term. However, Carroll decided that he could not wait that long and dropped out of school, prior to completing the semester.

Carroll requested the assistance of the Youth Services Project's job developer in securing employment and was referred to five different jobs between the months of April and July. He left all of them for one reason or another after working at them from one day to three weeks. He stopped attending the coach class after three weeks of irregular attendance. Carroll expressed a desire to enter the Job Corps and was referred in May of 1965. He was accepted by the Job Corps and was placed at the Oregon center on September 15, 1965. Carroll was dissatisfied with the center and returned to Baltimore after spending two weeks in the Job Corps.

He contacted the project office on October 25, 1965 at which time he informed us of his reasons for leaving the center. He felt that the center was too far in the country and stated that he wasn't able to learn anything out there. Since returning home, he had not been able to get a job and requested that we help him. The job developer referred him to a local tire company; however, he was not hired. He did get a job as a kitchen helper, on his own.

Carroll had a pattern of not completing any projects or tasks that he started and it was not long before he quit that job. He was unsure as to what he wanted and blamed others for his lack of success. After several interviews with Carroll, it was indicated that his self-esteem was constantly threatened. He had limited ability which increased his feelings of inadequacy. He handled all of his problems and difficulties with very little thought or consideration and, at times was somewhat impulsive. In an effort to maintain his equilibrium, he developed behavior that was hostile, aggressive and at times bordering on obnoxiousness. He indicated some controls over his impulses, because he had not been involved in any difficulty with the law enforcement agencies since his early adolescent years. At the age of fourteen, Carroll had been referred to the juvenile court and placed on probation.

Our immediate goal for him was to encourage him to develop a sustained interest in some program which might be of value to him. The long-range plan was to help him develop some insight into his problems, thereby, being able to better cope with them.

Carroll was seen weekly for approximately seven weeks. During this time he expressed a desire to improve and was able to verbalize some of his feelings about himself and his family. He began to develop considerable understanding about his problems and expressed a desire to receive further training. The Manpower Training Program was explained to him. He requested a few days to think about it and at the next interview, stated that he would like to enroll in the program. Carroll was referred to the Youth Opportunity Center for placement in the MDTA program.

He was enrolled in the program in December of 1965 and completed Phase II of the program. He started Phase III on May 9, 1966 in the body and fender repair training class. Since enrolling in the program, Carroll developed a sense of confidence and personal worth, and made considerable progress toward becoming a productive and useful citizen.

ANDRE C.

Andre, a seventeen-year-old Negro youth, was referred to the Youth Services Project by the Army recruiter in January of 1966 after failing the Enlistment Screening Test (EST) with a score of 12. Andre was quite dejected at having failed the test. He viewed the Army as a solution to his problems and as a means of bettering himself. It was learned during the initial interview that he was living in a foster home, and had lived in one since he was six years old. Andre had never seen or known his real father, his mother's whereabouts was unknown. We discussed his present situation in depth. The youth informed us that he was attending school and was in the 9th grade. He was contemplating dropping out of school to get a job because he would be eighteen years old in November; and at that time, he would have to support himself entirely since he would no longer be a ward of the Department of Public Welfare. Andre was quite content in his foster home, and stated that he got along well with his foster parents. He was upset at the thought of having to leave the home to care for himself after his eighteenth birthday.

Andre had an evening paper route in order to earn spending money and cover some of his expenses. He earned $4.00 a week and had been delivering papers one and one-half years. The coach class program was explained to him to see if he would be interested in trying to qualify for enlistment in the service. He was told that he would have to work very hard and attend regularly in order to bring his score up to a passing one of 28. The class had already been in progress a month, which allowed him four weeks preparation. Andre was very interested in the class and was happy to be given an opportunity to prepare for the test. His weaknesses as far as the examination was concerned were discussed with him, and he stated that he needed to improve in the math, tools and non-verbal reasoning sections of the test. This was helpful as it gave some insight as to what areas he would have to concentrate on in the class. It was suggested that he remain in school and attend coach class at night. He agreed to do so.

Andre began class on January 25, 1966. In the beginning, he was somewhat unsure of himself. He was nervous and did not participate regularly in classroom discussions. This problem was discussed regularly during the individual and group counseling sessions after coach class. We learned that he did not feel he could pass the test because of the limited amount of time remaining and he felt uncomfortable because those already in the class were so far ahead of him. We tried to build up his confidence and help him to see that it was possible for him to achieve a passing score, and we discussed the progress he had already made. Eventually, Andre became more sure of himself and began to participate actively. We continued to discuss his classroom progress and home life after class, and he stated that he had no problems at home and was getting along fine. We could not see Andre at the office for individual counseling because he was attending day school and delivering papers after school. This left just enough time for him to have dinner and attend coach class. Because of this, most of our sessions were held before or after coach class.

Andre completed the coach class on February 24, 1966. He came to the office the next day to retake the screening test. He passed the Enlistment Screening Test (EST) with a score of 30, and arrangements were made for him to take the Armed Forces Qualifications Test (AFQT) at Ft. Holabird on the following day. He was very elated at having passed the screening test. We suggested that he review all of the material from coach class, and get a good night's sleep so that he would be mentally and physically prepared to take the test.

Andre passed the AFQT at Ft. Holabird with a score of 32. He left for Ft. Jackson, S. C. on February 28 for basic training. A week after he left, the counselors received a letter from him expressing his appreciation for the help that had been given him and for the benefits which he had derived from the coach class.

On May 9, 1966, Andre came to the office to see the counselors. He had just completed basic training at Ft. Jackson, S. C. and was home on 14 days leave. He informed us that when his leave was over, he would be stationed at Ft. Dix, New Jersey, where he would receive training as a cook. He was very pleased with his assignment.

That evening, Andre came to the coach class in his uniform and talked to the boys about how helpful the class had been to him; and answered various questions about military life. The members of the class were really impressed, and it was quite evident that Andre was very proud.

Section X

Results of Followup

In order to ascertain the extent to which a youth made effective use of training, job placement, a return to school or other resources, a followup contact had to be made subsequent to the initial placement to ascertain his situation. The staff initiated followup contacts with all youth between two and three months after intake and supplemented these regular followup visits with special contacts as needed. This was not an easy task. This is a mobile population which moves frequently. Their status changes rapidly. They are not sympathetic with the needs of agencies to keep up-to-date records of their current situations and, therefore, they frequently do not report changes to staff members. They lack communications skills and project personnel have to be very skillful interviewers in order to get a complete picture inasmuch as these youths volunteer little information.

The tables on the following pages of this report include followup data on 1009 youths. Some of these data have changed with the passage of time. We feel, however, that these findings are conclusive enough to present a beginning picture of what these youths accomplished between the intake interview and the followup interview. The findings demonstrate one significant point: that is that youths with overwhelming obstacles to overcome can, if given adequate community support, achieve a productive and independent status. This not only enables them to become less burdensome for their parents and the community, but allows them to contribute to the economic, political and social well-being of our society.

SUMMARY OF YOUTHS' ACTIVITY AT FOLLOWUP

At least one followup interview was conducted with each youth in the program, with two or more such contacts being made with most youths. In an attempt to summarize the status of the population at a given time, a master table has been developed showing the activity of each youth at the time of the last followup interview with him. This table does not reflect the total activity of the project as many youths were involved in more than one aspect of the program. A youth, for example, might have been placed in the Job Corps and subsequently in employment. This table would only reflect his employment placement. Another youth might have been placed in a job and then entered military service. These statistics would only reflect his military placement. The time factor also becomes involved here as, for example, with youth entering the program near the end of the contract and for whom placements were still pending or with youth for whom the last followup was conducted several months prior to the collation of this data and who might have--subsequent to the followup--become gainfully occupied.

The purpose of the data presented in this master table is to give some indications of trends, goals and directions taken by youth in the program. This does not represent a particular youth's status at the time a case was closed because the project's services are open-ended and a case is never closed. It is hoped that this summary will give some indication of the kinds of approaches taken by the youths referred to the project as they seek what is--for most of them--the long-range objective of economic independence, heightened self-esteem and social and political productivity.

Of the 1009 youths for whom followup data had been compiled[1], 186 or 18.4 percent were in the military service. All of these youths had originally failed to meet military standards, but had availed themselves of remedial programs and had subsequently met military entrance requirements.

Fifty-three or 5.3 percent of the youths had accepted Job Corps appointments and were still in this program at the time of the last followup. A larger number, as documented in subsequent tables, had been appointed to the Job Corps, but had either graduated or terminated their training prior to completing the program.

A significant proportion, 76 or 7.5 percent of the youths were in school on a full-time basis while one youth was attending part time. Other youths were attending part time, but--for the purposes of this report--were counted in other categories.

The largest single group of youths were employed. Full-time jobs were held by 353 or 35 percent of the youths, with 28 working part time and 5 working at jobs for which it could not be determined whether they were full or part time. Some 106 youths were unemployed, but had completed either an NCCY or an external training program. A substantial number of these youths were between jobs or contemplating entering other programs.

Forty-seven youths representing 4.7 percent of the population were awaiting Neighborhood Youth Corps, Manpower Training Programs, Job Corps or in a few instances, job placements. Youths were placed in this category only if a placement seemed imminent and if their acceptance in such programs had been documented.

Only 24 youths or 2.4 percent were incarcerated. This seems an almost negligible percentage in view of the fact that nearly 40 percent had law violations prior to intake. Eighty-five youths had moved and could not be located while 12 had left the city (either Baltimore or Washington) in which they lived at intake. Only 22 youths had at intake expressed no interest in receiving help and had, therefore, not participated in any of the programs. This small number seemed to be a clear indication of the fact that this population is desirous of outside assistance with their problems. Eight referrals were inappropriate and, therefore, no service was given. The status of three other youths was unclear.

The above described data indicate that some positive benefits were derived from the program by a vast majority of the youths who were referred. Many of these youths obviously are still confronted with serious problem situations and will need further assistance from this program and other community agencies. There is no panacea, but these data are clear documentation of the need for comprehensive services for rejected Armed Forces volunteers and give credence to the assumption that these youths will avail themselves of services once they are provided.

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[1] In most instances, the first followup visit is made six to eight weeks after intake. Youths not gainfully occupied at that time are encouraged to come back to the project offices for further assistance.

TABLE 15

Summary of Youths Activity at Followup (Based on the sample of 1009)	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
In Military Service	186	18.4	105	20.6	81	16.2
In Job Corps	53	5.3	16	3.1	37	7.4
In School						
Full time	76	7.5	28	5.5	48	9.6
Part time	1	.1	1	.02	0	-
Employed						
Full time	353	35.0	163	32.0	190	38.0
Part time	28	2.8	14	2.7	14	2.8
Unknown	5	.5	4	.7	1	.2
Unemployed	106	10.5	51	10.0	55	11.0
(All youths in this category participated in training)						
Awaiting Placement	47	4.7	30	5.9	17	3.4
(Jobs, MDTA, or Job Corps)						
Institutionalized (Correctional)	24	2.4	11	2.4	13	2.6
Moved						
Unable to Locate	85	8.4	69	13.6	16	3.2
Left Project Area	12	1.2	8	1.6	4	.8
No Interest or Desires No Further Assistance	22	2.2	7	1.4	15	3.0
No Service Given	8	.8	0	-	8	1.6
Other	3	.3	2	.4	1	.2

NUMBER OF YOUTHS ENTERING MILITARY SERVICE

All of the youths who were referred to the program came originally because they had been frustrated in their efforts to enlist in the Armed Forces. In our work and planning with these youths we were able to ascertain that some were sincerely motivated for military service and had the potential to meet Armed Forces entry standards. We found that others were more interested in civilian training or employment or--because of physical defects, extensive law violations or severe learning problems--lacked real potential for service entry. Youths in the latter categories were helped to get into training programs or employment of their choice while the youths with the desire and potential for military service were enrolled in coach classes designed to help them achieve their specific goals.

Of the 1009 youths from whom followup was completed, 186 had entered the military service. This represented 18.4 percent of the sample population, with 20.6 percent of the Washington sample and 16.2 percent of the Baltimore sample having gone into the Armed Forces. In view of the substantial obstacles that these youths had to overcome and the variety of alternatives offered them through the program, it is clear that many youths do see the military as a way to achieve independence and productivity and that this population is willing to participate in remedial measures--often at considerable immediate sacrifice--to reach this goal.

TABLE 16

Entered Military Service	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
Yes	186*	18.4	105	20.6	81	16.2
No	823	81.6	404	79.4	419	83.8

BRANCH OF SERVICE ENTERED

Of the 186 youths entering the military service, 115 (61.8 percent) joined the Army. The entry of a majority of youths into the Army had been anticipated since this is the largest of the branches of service and enlistment standards are usually a bit lower for the Army. Almost 19 percent of the youths entered the Marine Corps, 15 percent entered the Navy and almost 4 percent joined the Air Force. The proportion entering the various branches of service did not vary significantly from city to city; however, more Washington youths entered the Marines while Baltimore showed a higher percentage of Navy enlistees.

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* A followup study was done on 36 of the youths by the Office of the Assistant Secretary of Defense. Details of the report may be found in the Appendix p. 143.

TABLE 17

Branch of Service	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	186	100	105	100	81	100
Army	115	61.8	63	60.0	52	64.2
Navy	28	15.1	10	9.5	18	22.2
Air Force	7	3.8	5	4.8	2	2.4
U.S. Marine Corps	35	18.8	27	25.7	8	9.8
National Guard	1	0.5	0	-	1	1.2

MEANS OF ENLISTMENT

Since all of the youths were referred to the project as a result of having attempted to enlist (volunteer) for military service, it was anticipated that most of those who did enter the Armed Forces would do so via this route. Nearly 90 percent of the youths who entered the military service did enlist while 10.2 percent entered by volunteering for the draft or through regular Selective Service draft procedures. A higher percentage of Washington youths entered through the draft than did the Baltimore youths.

TABLE 18

Means of Entry	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	186	100	105	100	81	100
Enlistment	166	89.2	90	85.7	76	93.8
Draft	19	10.2	14	13.3	5	6.2
Unknown	1	0.5	1	1.0	0	-

ARMED FORCES QUALIFICATION TEST SCORES FOR YOUTHS WHO ENTERED MILITARY SERVICE

AFQT scores were available for 54.3 percent of the youths who entered military service. This included scores for 42.9 percent of the Washington youths and 69.1 percent of the Baltimore youths. As this table indicates, the qualifying scores for youths entering the service varied widely. This is related to the fact that the score needed to qualify varies from time to time and from branch to branch. The minimum standards are also influenced by whether or not a youth is a high school graduate. It is, then difficult to interpret what a score means except when looking at the score for a particular youth and relating this to the branch he entered, when he entered and his own qualifications. It is clear,however, that a great majority of the youths scored less than 45 on this test. This, however, was to be expected in view of the severe educational deprivation of the target population as documented in the intake data and in view of the fact that these youths were referred as a result of having failed to meet even minimum standards.

TABLE 19

AFQT Scores	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	186	100	105	100	81	100
Unknown	85	45.7	60	57.1	25	30.9
15-19	13	7.0	4	3.8	9	11.1
20-24	16	8.6	4	3.8	12	14.8
25-29	8	4.3	1	1.0	7	8.6
30-34	20	10.8	7	6.7	13	16.0
35-39	10	5.4	3	2.9	7	8.6
40-44	10	5.4	4	3.8	6	7.4
45-49	3	1.6	3	2.9		
50-54	9	4.8	9	8.6		
55-Over	12	6.5	10	9.5	2	2.5

HIGHEST GRADE COMPLETED OF YOUTHS WHO ENTERED MILITARY SERVICE

While the data presented does not compare the total sample of youths completing the given grades related data suggests that the longer one continues in school the better his chances become for military enlistment. More than 31 percent of the youths who entered the Armed Forces had completed 10th grade. Twenty-five percent of the youths who entered the Armed Forces had completed 12th grade and 21 percent had completed the 9th grade. Educational achievement, then, is an indication, to some extent, of the probability of a youth qualifying for military services however, as data suggests, many youths with a minimum amount of formal education, have, as a result of their motivation and innate ability, been able to meet military entrance standards.

TABLE 20

Highest School Grade Completed	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	186	100	105	100	81	100
0-4th	0	-	0	-	0	-
5th or 6th	0	-	0	-	0	-
7th	4	2.2	1	1.0	3	3.7
8th	15	8.1	6	5.7	9	11.1
9th	39	21.0	19	18.1	20	24.7
10th	59	31.7	40	38.1	19	23.5
11th	21	11.3	12	11.4	9	11.1
12th	47	25.3	26	24.8	21	25.9
13 plus	1	0.5	1	1.0	0	-

EDUCATIONAL STATUS AT INTAKE OF YOUTHS WHO ENTERED MILITARY SERVICE

School dropouts constituted 62.9 percent of the youths who entered military service. High school graduates made up a larger part of this group (25 percent) than of the total sample. This, of course, was anticipated in view of the fact that enlistment standards are generally somewhat lower for graduates and since youths who have completed high school should, theoretically, have a better educational base upon which to build than the average school dropout. Some 11.8 percent of the youths who entered military service were enrolled in school at intake. Many of them were "administrative enrollees" only; that is, they had in fact dropped out of school, but were still carried on the school rolls, usually because they had failed to inform the school of the fact that they wished to be terminated.

TABLE 21

School Status at Intake	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	186	100	105	100	81	100
Attending School at Intake	22	11.8	11	10.5	11	13.6
Not Attending School at Intake						
Graduates	47	25.3	26	24.8	21	25.9
Dropped Out	117	62.9	68	64.7	49	60.5

RESULTS OF AFQT FOR YOUTHS WHO DID NOT ENTER MILITARY SERVICE

Of the 823 youths in the sample who did not enter military service, 112 (12.6 percent) took the AFQT prior to their last contact with the project. Of this group, 23 (20.5 percent) passed the test after having completed the training, but for physical or moral reasons were not able to enter the service, or chose not to because of opportunities available to them as civilians. Of the total number of youths who took the AFQT subsequent to their referral to the project (298)*, 70 percent (209)** passed this test.

TABLE 22

Youths Taking AFQT Since Intake[1]	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	823	100	404	100	419	100
Yes	112	13.6	62	15.3	50	11.9
No	578	70.2	246	60.8	332	79.2
Unknown	133	16.2	96	23.8	37	8.8

TABLE 23

AFQT Results for Youths Not In Military	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	112	100	62	100	50	100
Passed	23	20.5	10	16.1	13	26.0
Did Not Pass	86	76.8	51	82.2	35	70.0
Unknown	3	2.6	1	1.6	2	4.0

JOB CORPS PARTICIPATION AND PERSEVERENCE

Eighty-two youths from the two cities entered the Job Corps where they received training in a variety of occupational skills. This resource was particularly useful for youths who desired and needed a change in environment, but were not motivated for military service. Sixty youths from the Baltimore program entered the Job Corps while 22 Washington youths utilized this training resource.

Of the total number of youths who enrolled in Job Corps Training, 64.6 percent were still in training at the time of followup; 3.7 percent had already completed the training; and 31.7 percent did not complete the training. As the number of Job Corps Centers and the number of training slots increase, it is anticipated that larger numbers of youths will be accepted into this program. It is clear that many Armed Forces volunteer rejectees are excellent potential recruits for Job Corps programs and, in Baltimore, more youths referred by the Youth Services Project were placed in the Job Corps than from any other referral source in that city.

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* One hundred eighty-six who entered the Armed Forces plus 112 who took the test but did not enter.

**One hundred eighty-six who entered the Armed Forces plus 23 who passed but did not enter.

[1] Excluding youth who entered military service.

TABLE 24

Total Number of Youths Entering Job Corps	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	82	100	22	100	60	100
*In Job Corps at Followup	53	64.6	16	72.7	37	61.7
Completed Job Corps	3	3.7	0	-	3	5.0
Did Not Complete Job Corps	26	31.7	6	27.3	20	33.3

STATUS AT FOLLOWUP OF YOUTHS WHO DID NOT COMPLETE JOB CORPS TRAINING

Some youths who entered Job Corps training failed to complete the training for a variety of reasons. These reasons included: accepted employment, drafted or enlisted in military service, homesickness, failure to adjust, dissatisfaction with the training offered, and illness. Followup data on the youths who did not complete the training indicate that of these 26 youths, three were in the Armed Forces, 14 were employed and nine were unemployed. Of the 82 youths who entered the Job Corps, only nine could be considered unproductive at the time of followup.

TABLE 25

Followup Status	TOTAL	WASHINGTON	BALTIMORE
TOTAL	26	6	20
In Military	3	0	3
Employed	14	4	10
Unemployed	9	2	7

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* This number in Job Corps appears in the Summary Table 24.

HOW YOUTHS OBTAINED EMPLOYMENT

Of the 408 youths employed at followup, 25 percent were working on jobs to which they were directly referred by the project staffs. In addition to direct referrals, an on-going program of employment counseling and guidance with groups and individuals provided the information and impetus which stimulated many of the youths to find employment through their own initiative. Many of the 39.2 percent of the youths who indicated that they had obtained employment on their own were directly involved in the employment counseling and guidance programs offered through the project.

Friends and relatives served as an employment resource for 20.8 percent of our youths, but only a small percentage were placed by either public or private employment services or through school employment placement programs.

TABLE 26

Employment Resource	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	408	100	188	100	220	100
Youth's Own Initiative	160	39.2	78	41.5	82	37.3
Friend or Relative	85	20.8	36	19.1	49	22.3
School	6	1.5	3	1.6	3	1.3
NCCY	102	25.0	41	21.8	61	27.7
USES or MSES	35	8.6	17	9.0	18	8.2
Private Agency	9	2.2	2	1.1	7	3.2
Other	11	2.7	11	5.9	0	-

NUMBER OF EMPLOYMENT REFERRALS BY NCCY JOB DEVELOPER

Referrals of 369 youths, or 36.6 percent of the total sample, were made to 639 different openings by the job developers. Of this group 142 young men were referred to two or more jobs. This activity represents the philosophy that continuous services should be made available to the youths served by the project and reflects the difficulties involved in effecting placements for youths with little training and experience. It is also indicative of the fact that the job developers did not look upon an individual's failure to be hired or his failure to accept a job as being commensurate with an unwillingness to work.

TABLE 27

Number of Job Referrals by NCCY Job Developers	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	369	100	166	100	203	100
One	227	61.5	103	62.0	124	61.1
Two	79	21.4	37	22.3	42	20.7
Three	30	8.1	15	9.0	15	7.4
Four	16	4.3	4	2.4	12	5.9
Five	7	1.9	1	.6	6	3.0
Six	7	1.9	3	1.8	4	2.0
Seven or More	3	.8	3	1.8	-	-

NUMBER OF JOB REFERRALS AND PLACEMENTS

Of 369 Youths referred to 639 different openings by the job developers, 273 youths were initially hired on 349 different jobs. This is an indication of the difficulties involved in effecting placements of youths with limited training and experience.

TABLE 28

Number of Job Referrals and Placements	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	273	100	124	100	149	100
One	217	79.5	101	81.5	116	77.9
Two	40	14.7	14	11.3	26	17.4
Three or More	16	5.8	9	7.3	7	4.7

SKILL LEVEL OF PRESENT JOB

A vast majority of the employed youths, 74.8 percent, were working in unskilled jobs. This figure is consistent with the skill level of the youths we serve. For the most part, our youths, for a multitude of reasons, are lacking in the education and training which enable them to be placed in skilled jobs. It is significant to note, however, that 20.8 percent of the youths employed at the time of followup were engaged in semi-skilled work. This in part is due to the effort of the project staffs to interest, place and support the youths in meaningful training programs and in positions with effective on-the-job training. Current efforts to cause a re-evaluation of basic entry requirements have met with some success, but more work must be done in this area. Of the 408 employed youths, only 12 were working at what may be termed the "skilled" level.

TABLE 29

Job Skill Level of Present Job	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	408	100	188	100	220	100
Skilled	12	2.9	5	2.6	7	3.2
Semi-Skilled	85	20.8	29	15.4	56	25.4
Unskilled	305	74.8	149	79.3	156	70.9
Unknown	6	1.5	5	2.7	1	.5

LENGTH OF TIME ON PRESENT JOB

Of the youths employed at the time of followup, 46.8 percent had been working in their present job for at least three months. This figure in part reflects the importance of effective job placement and employment counselling along with ongoing supportive services once a youth has become employed. In Baltimore, 30 percent of the youths had been working one to two months and this was true of 25 percent of the Washington youths.

In evaluating length of employment, the fact that these youths were referred to the project from one to twelve months before these data were collected must be considered. While most of the youths held their current jobs for less than one year, this is not an indication of employment instability. It is, rather, a reflection of the length of time they have been engaged in the job counseling and job placement services offered by the project.

TABLE 30

Length of Time on Present Job	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	408	100	188	100	220	100
1 to 4 weeks	107	26.2	36	19.1	71	32.3
1 to 2 months	102	25.0	36	19.1	66	30.0
3 to 6 months	118	28.9	61	32.4	57	25.9
7 to 12 months	31	7.6	20	10.6	11	5.0
1 to 2 years	27	6.6	15	8.0	12	5.4
More than 2 years	15	3.7	12	6.4	3	1.4
Unknown	8	2.0	8	4.3	0	-

NATURE OF EMPLOYMENT-PERMANENCY

The importance of full-time permanent employment to the youths served by the project staff cannot be overemphasized. Of the youths employed at the time of followup, the data indicated that 88.5 percent of these young men were working in permanent jobs. This means that for 361 youths, employment was not dependent upon the season or the demands made on the employer by the consumer. The information also indicates that 9.3 percent of the youths were working in temporary or seasonal jobs. These types of positions are of special importance to the youths attending regular public school. For many, the ability to return to school each year may be dependent on the availability of jobs during the summer and at Christmas time. In Baltimore, where school attendance rate is higher than in Washington, the number of youths engaged in temporary or seasonal jobs is proportionately higher.

TABLE 31

Permanency of Job Held	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	408	100	188	100	220	100
Permanent	361	88.5	173	92.0	188	85.5
Temporary or Seasonal	38	9.3	6	3.2	32	14.4
Unknown	9	2.2	9	4.8	0	-

NATURE OF EMPLOYMENT-TIME

Full-time employment is a primary goal for most of the youths in our population. Followup data indicate that 88.2 percent of the employed youths were working full time. In some cases, part-time employment is essential to support another activity, such as school attendance or training programs without allowances, in which a youth may be engaged. Where a youth's primary activity is something other than full-time employment, the continuation of this activity may be dependent upon the availability of part-time employment. Of the employed youths, 10.5 percent were working on part-time jobs and within this group, 35 percent were in school full time. This indicates clearly that effective job placement, which necessarily includes employment counseling both individually and in groups, has greatly reduced unemployment among our target population.

TABLE 32

Total Employed	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	408	100	188	100	220	100
Full time	360	88.2	167	88.8	193	87.7
Employed Only	353		163		190	
In School Full time	7		4		3	
Part time	43	10.5	17	9.0	26	11.8
Part time Only	28		14		14	
In School Full time	15		3		12	
Unknown	5	1.2	4	2.1	1	0.5

YOUTH'S SALARY AT FOLLOWUP

Of the 408 youths who were employed at the time of followup, more than half (51.5 percent) were earning between $1.25 and $1.49 per hour. The minimum wage in covered employment in Washington is $1.25 per hour while it is only $1.00 per hour in Baltimore. In evaluating the wages of these youths, some consideration must be given to the fact that some were employed in stop-gap jobs while they pursued training programs and others worked in industries not covered by minimum wage legislation. Significantly, 18.6 percent of the youths earned between $1.50 and $1.74 per hour; 5.9 percent between $1.75 and $1.99; 6.0 percent from $2.00 to $2.24; and 3.4 percent earned in excess of $2.25 per hour. Generally, the wages earned by these youths were at the average levels for unskilled and semi-skilled workers in the Washington and Baltimore geographic areas despite the fact that this group of workers was largely untrained and inexperienced.

TABLE 33

Current Salary	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	408	100	188	100	220	100
Less than $1.00	10	2.5	1	.5	9	4.1
$1.00 to $1.24	49	12.0	30	15.8	19	8.9
$1.25 to $1.49	206	51.5	67	35.8	139	63.1
$1.50 to $1.74	76	18.6	46	24.5	30	13.6
$1.75 to $1.99	24	5.9	18	9.6	6	2.7
$2.00 to $2.24	25	6.1	12	6.4	13	5.9
$2.25 or More	14	3.4	10	5.3	4	1.8
Unknown	4	1.0	4	2.1	-	-

NUMBER OF TRAINING PROGRAMS IN WHICH YOUTHS PARTICIPATED

Of the 471 youths participating in training programs, 436 participated in one program while 35 youths enrolled in two programs. The 506 training slots, then, were filled by 471 youths, excluding those youths who participated in Job Corps training which is covered in a separate table. Many youths who were involved in training were also employed or in school and, for a substantial number, this meant that they were productively occupied for as much as 14 hours a day exclusive of travel time.

TABLE 34

Number of Programs	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	*471	100	224	100	247	100
(NCCY's, MDTA, NYC, Others)						
One	436	92.6	212	94.7	224	90.8
Two	35	7.4	12	5.3	23	9.2

* 471 youths were in 506 Training Program Slots.

TYPES OF TRAINING PROGRAMS IN WHICH YOUTHS PARTICIPATED

Three-fourths (381) of the training slots filled were in NCCY sponsored or cosponsored programs, including the coach classes, volunteer tutorial programs and home-study training using special kits developed for this purpose. Eighty-nine youths enrolled in MDTA programs. The fact that larger numbers enrolled in the non-paying NCCY programs than in MDTA programs--which provide a training allowance--should calm the fears of those who would believe that many youths flock to MDTA training for the sole purpose of collecting the training allowance. These data make it clear that youths enroll in training programs with a long-range goal in mind and not, in most instances, for immediate gratification. Thirty-two youths enrolled in Neighborhood Youth Corps programs and four youths participated in other training.

TABLE 35

Type of Training	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	506	100	235	100	271	100
NCCY's Training Programs	381	75.3	166	70.6	215	79.3
(Coach Class, Kit Groups, Volunteer Tutorial)						
MDTA	89	17.6	65	27.7	24	8.9
Neighborhood Youth Corps	32	6.3	1	.4	31	11.4
Other	4	.8	3	1.3	1	.4

YOUTHS COMPLETING AND NOT COMPLETING TRAINING PROGRAMS

In view of the substantially larger enrollments of the NCCY programs, it is clear that the larger number of youths completing and not completing training would come from these programs. This fact is documented in the data presented in Tables 36 and 37.

TABLE 36

Type of Training Completed	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	245	100	126	100	119	100
NCCY's Training Programs	198	80.8	86	68.3	112	94.1
(Coach Class, Kit Groups, Volunteer Tutorial)						
MDTA	45	18.4	40	31.7	5	4.2
Neighborhood Youth Corps	1	.4			1	.8
Other	1	.4			1	.8

TABLE 37

Type of Training Not Completed	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	225	100	99	100	126	100
NCCY's Training Programs	174	77.3	75	75.7	99	78.6
(Coach Class, Kit Groups, Volunteer Tutorial)						
MDTA	36	16.0	23	23.2	13	10.3
Neighborhood Youth Corps	15	6.7	1	1.0	14	11.1

REASONS FOR NOT COMPLETING TRAINING PROGRAMS

The project staff attempted to make training available to any youth who expressed an interest. This meant that, in some instances, youths were admitted--particularly to the NCCY sponsored programs--when an objective analysis of his situation strongly suggested that a youth could better use another program. As a result of this policy (which we strongly advocate because it gives the youth a real opportunity to participate in planning for himself), some youth find after enrolling that the training is not what they want or need. They then terminate their training--often with the support of the counselor and usually take advantage of another program resource--often the job developer. Others, of course, simply lack the perseverance to complete the training no matter how much support was provided by the teachers and the counselors. Seventy-six youths terminated training for these reasons.

Fifty-five trainees terminated to accept new employment, enter the Job Corps or enter the military service. Fourteen left training because it conflicted with their jobs; three moved; eight indicated that they lacked the financial means to support their participation in training; 24 left for reasons unknown; and 45 left for a variety of reasons including illness, returning to school, moves within the city which made the training site inconvenient, and conflicts with the teachers, counselors or fellow trainees.

TABLE 38

Type of Training	TOTAL		LOST INTEREST, NOT HELPFUL, INAPPROPRIATE		ACCEPT NEW EMPLOYMENT, ENTERED JOB CORPS OR MILITARY		CONFLICT WITH EMPLOYMENT		MOVED		COULD NOT AFFORD		OTHER		UNKNOWN	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
TOTAL	225	100	76	100	55	100	14	100	3	100	8	100	45	100	24	100
NCCY's Training Programs	174	77.3	57	75.0	44	80.0	14	100	3	100	8	100	28	62.3	20	83.3
(Coach Class, Kit Groups, Volunteer Tutorial)																
MDTA	36	16.0	13	17.1	8	14.5							11	24.4	4	16.7
Neighborhood Youth Corps	15	6.7	6	7.9	3	5.5							6	13.3		

LAW VIOLATIONS BETWEEN INTAKE AND FOLLOWUP

Of the 1009 youths on whom followup was completed, 57 (5.6 percent had law violations between intake and followup. Of this group, 32 (56.1 percent) were recidivists; that is, they had been charged with violations prior to intake. The remaining 25 (43.9 percent) were charged with law violations for the first time. This rate of law violations among this population is quite low in view of the fact that almost 40 percent (see Table 40 as reprinted from Table 12) of these youths had law violations prior to intake.

TABLE 39

Violations Between Intake and Followup	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	57	100	31	100	26	100
Violations Prior to Intake						
Yes	32	56.1	13	41.9	19	73.1
No	25	43.9	18	58.1	7	26.9

TABLE 40

Record of Law Violations	COMBINED PROJECTS		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	1009	100	509	100	500	100
No Violations	614	60.9	323	60.5	291	58.2
Violations	395	39.1	186	36.5	209	41.8

TYPE OF OFFENSE

In this report, major offenses are those classified as felonies or violations involving injuries to or attacks upon a person. Minor offenses relate to misdemeanors or violations involving property. Of the 57 charges placed against the youths between intake and followup, 34 (59.6 percent) were in the category of minor offenses with 22 (38.6 percent), being classified as major offenses. The majority of the minor offenses included such violations as disorderly conduct, disturbing the peace or possession of alcoholic beverages. The most common charge among major offenses was simple assault.

TABLE 41

Type of Offense	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	57	100	31	100	26	100
Major	22	38.6	8	25.8	14	53.8
Minor	34	59.6	23	74.2	11	42.3
Unknown	1	1.8	0	-	1	3.8

COURTS' DISPOSITION OF LAW VIOLATION CHARGES

At the time of followup, the courts' disposition was known for 46 of the 57 cases involving youths in the project's population. Charges were dismissed in nine (15.8 percent) of the cases. Twenty-four youths (42.1 percent) were committed to correctional institutions; nine (15.8 percent) were fined; and four (7 percent) were placed on probation. Disposition was pending or unknown in 11 (19.3 percent) of the cases.

TABLE 42

Disposition	TOTAL		WASHINGTON		BALTIMORE	
	No.	%	No.	%	No.	%
TOTAL	57	100	31	100	26	100
Fine	9	15.8	3	9.7	6	23.1
Probation	4	7.0	4	12.9	0	-
Commitment	24	42.1	11	35.5	13	50.0
Dismissed	9	15.8	7	22.6	2	7.7
Pending	8	14.0	3	9.7	5	19.2
Unknown	3	5.3	3	9.7	0	-

PLACE OF COMMITMENT

Of the 24 youths who were committed as a result of law violations, more than half (14) were incarcerated in the local jails. Seven youths were committed to reformatories, two to training schools for juveniles, and one to a penitentiary.

TABLE 43

Place of Commitment	COMBINED	WASHINGTON	BALTIMORE
	No.	No.	No.
TOTAL	24	11	13
Jail	14	9	5
Penitentiary	1	0	1
Training School	2	2	0
Reformatory	7	0	7

APPENDIX

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
WASHINGTON YOUTH SERVICES PROJECT*

623 F Street, N.W.
638-0233

Name of Youth:

Recruiter:

Branch of Service:

Date:

EST Score:

Check Area Failed

Vocabulary ☐ Math ☐ Tools ☐

Blocks ☐ Patterns ☐

Has youth taken EST previously? ☐ Yes

☐ No

Date:

---

* The above was used by Armed Forces recruiters when sending youth to the project offices in Washington, D.C. and Baltimore, Maryland.

UNITED STATES EMPLOYMENT SERVICE
601 Sixth St., N.W., Room 300
393-6151

Please register Mr. ______________________________

as an applicant for MDTA and employment.

Referred by: Youth Services Project
623 F Street, N.W.
Washington, D. C. 20001
638-0233

Date: ______________________________

NCCY YOUTH SERVICES PROJECT

INTAKE RECORD FORM

ID. NO. ____________________

DATE ____________________

INTERVIEWER ____________________

I. PERSONAL DATA

Name ____________________ Age ______ Soc. Sec.Number ____________

Address ______________________________ Telephone ____________

Other Contact ______________________________

Place of Birth ____________________ Census Tract ____________
City State

Date of Birth ________________ Ethnic Group--White ___ Negro ___ Other ___
Mo. Day Year

Length of Washington or Baltimore Residence in Years ____________

Former Residence (if any) ________________ Citizen U.S.--Yes ___ No ___
City State

Marital Status--Single ____ Married ____ Separated or Divorced ____ Widowed ____

Number of Dependents ________ Head of Family--Yes ____ No ____

Father's Occupation ______________________________

Full Time ____ Part Time ____ Unemployed ____ Retired ____

Father's Residence ______________________________

Step-father's Occupation ____________ Residence ____________

Full Time _____ Part Time _____ Unemployed _____ Retired _____

Mother's Occupation ________________

Full Time _____ Part Time _____ Unemployed _____ Retired _____

Step-mother's Occupation ____________ Residence ____________

Full Time _____ Part Time _____ Unemployed _____ Retired _____

Number of Children (including youth) _____ Youth's Position (No.) ________

Living Arrangements--With Both Parents _____ With Father _____ With Mother ______

With Mother and Step-father ________ With Father and Step-mother ________

With Friends _____ Wife _____ Other Relatives ____ Other (specify) ______

Type of Residence--Apartment _____ Single Family House _____ Boarding/Room House _____ Public Housing _____ Other (specify) ____________

Length of Residence (in months) ____________________

II. RECRUITMENT DATA

Ref. Source ____________ Examination Type ________ Exam. Score ________

Failing Areas (Where applicable)--Vocabulary ___ Arithmetic ___ Tools ___ Patterns___

Other Test Difficulties--

Recruiter ____________________

AFQT--Yes ____ No ____ Date (if known) ____________________

Draft Status ____________ Date ____________ Local Board ____________

Draft Volunteer--Yes ____ No ____ Selective Service No. ____________

Reason for Enlistment-- Training ____ Travel ____ Economics ____ Status ____

Military Obligation ________ Social Dysfunctioning ______ Patriotism____

Other (specify) ____________________

Service Interest Area--Combat ____ Clerical ____ Graphics ____ Electronics ____

Precision Maint. ____ Motor Maint. ____ Electrical Maint. ____ General

Technical ____ Unknown ____________

III. EDUCATIONAL BACKGROUND

Last School Attended ____________ Still in School--Yes ____ No ____

Highest Grade Completed ____________ Age Left School ____________

Vocational Training Area (if any) ____________________

Reason for Leaving School--Illness ____ Had to Support Self ____ Failed to

Adjust ____ Had to Help Support Family ____ Low Achievement in School ____

Graduated ____ Lost Interest ____ Other (specify) ____________

____

Grade Average--Satisfactory ____ Unsatisfactory ____ Unknown ____

Formal Extra-Curricular Activities (specify) ____________________

Most Interesting Subject Area (specify) ____________________

Leisure Time Activities (specify) ____________________

Religious Preference ____________________

IV. EMPLOYMENT HISTORY AND RESOURCES

Employed--Yes ____ No ____

Where Employed ____________________

Type of Job ______________________________

How Obtained ______________________________

How Employed--Full Time _____ Part Time _____ Casual _____

Number of Weeks on Present Job ______________

Salary--Hourly _____ Weekly _____ Bi-weekly _____ Monthly _____

Prior Job ______________ Date Terminated ______________

Reason ______________________________

Unemployment Compensation--Yes ____ No ____

Registered with USES/MSES--Yes ____ No ____ Office ______________

Registered with Private Employment Agency--Yes ____ No ____

Name of Agency ______________ Fee Charged ______________

Resources (specify) ______________________________

V. RECORD OF LAW VIOLATIONS

Adult--Yes ____ No ____ Juvenile--Yes ____ No ____ Probation--Yes ____ No____

Court Commitments--Yes ____ No ____ Duration ______________

Detention--Yes ____ No ____ Duration ______________

Additional Information (specify) ______________________________

VI. MILITARY EXPERIENCE

Selective Service _____ Army ____ Navy ____ Air Force ____ Marines ____

Coast Guard ____ Reserves ____

Status ______________ Type of Discharge (if applicable) ______________

VII. HEALTH

Physically Handicapped--Yes ____ No ____ Specify ______________

General Appearance--Excellent ____ Good ____ Fair ____ Poor ____

VIII. PROFILE

IX. CASE MOVEMENT

Revised 5/10/65

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH
BALTIMORE AND WASHINGTON YOUTH SERVICES PROJECTS
CODING GUIDE
INTAKE RECORD FORM

Column 1--City

1--D. C.
2--Baltimore

Columns 2-4--Identification Number

Column 5--Age

1--Seventeen
2--Eighteen
3--Nineteen
4--Twenty
5--Twenty-one
6--Twenty-two

Column 6--Telephone

1--Yes
2--No
3--Access to telephone of neighbor or relative

Columns 7 & 8--Place of Birth

99--Baltimore
01--Ala.
02--Alas.
03--Ari.
04--Ark.
05--Cal.
06--Col.
07--Conn.
08--Dela.
09--Fla.
10--Ga.
11--Haw.
12--Ida.
13--Ill.
14--Ind.
15--Iowa
16--Kan.
17--Ky.
18--La.
19--Maine
20--Md. (other than Balto.)
21--Mass.
22--Mich.
23--Minn.
24--Miss.
25--Mo.
26--Mont.
27--Neb.
28--Nev.
29--N. H.
30--N. J.
31--N. M.
32--N. Y.
33--N. C.
34--N. D.
35--Ohio
36--Okla.
37--Ore.
38--Penna.
39--R. I.
40--S. C.
41--S. D.
42--Tenn.
43--Texas
44--Utah
45--Vt.
46--Va.
47--Wash.
48--W. Va.
49--Wis.
50--Wyo.
51--D. C.
52--Puerto Rico
53--Europe
54--Other

Column 9--Race

1--White
2--Negro
3--Other

Column 10--Length of D. C. or Baltimore Residence in Years

1--Less than one
2--One through two
3--Three through five
4--Six through nine
5--Ten or more

Column 11--Citizenship

1--Yes
2--No
3--Unknown

Column 12--Marital Status

1--Single
2--Married
3--Separated or Divorced
4--Widowed

Column 13--Number of Dependents

0--None
1--One
2--Two
3--Three
4--Four or more

Column 14--Head of Family

1--Yes
2--No
3--Unknown

Column 15--Employment Status of Father

1--Full Time
2--Part Time
3--Unemployed
4--Out of Labor Force
5--Deceased
6--Unknown
7--Not applicable

Column 16--Employment Status of Step-father

1--Full Time
2--Part Time
3--Unemployed
4--Deceased
5--Out of Labor Force
6--Unknown
7--Not applicable

Column 17--Employment Status of Mother

1--Housewife
2--Full Time
3--Part Time
4--Unemployed
5--Out of Labor Force
6--Deceased
7--Unknown
8--Not applicable

Column 18--Employment Status of Step-mother

1--Housewife
2--Full Time
3--Part Time
4--Unemployed
5--Out of Labor Force
6--Deceased
7--Unknown
8--Not applicable

Column 19--Number of Children in Family

Enter actual number. Nine (9) indicates nine or more.

Column 20--Youth's Position in Family

Enter number indicating youth's position. Nine (9) indicates nine or more.

Column 21--Living Arrangements

1--With both parents
2--With father
3--With mother
4--With mother and step-father
5--With father and step-mother
6--With friends
7--With wife
8--With other relatives
9--Other

Column 22--Type of Residence

1--Apartment
2--Single family house
3--Public housing
4--Boarding/ Room house
5--Other

Column 23--Time Lived at Current Address

1--Less than six months
2--Six months, but less than one year
3--One year, but less than two
4--Two years, but less than five
5--Five years, but less than ten
6--Ten or more years

Column 24--Referral Service

1--Army
2--Navy
3--Air Force
4--Marine Corps
5--Coast Guard
6--Selective Service

Column 25--Examination Type*

1--Army Screening
2--Navy Screening
3--Air Force Screening
4--Marine Corps Screening
5--Coast Guard Screening
6--Armed Forces Qualification Test

Column 26--Examination Score*

0--None recorded due to acute reading or reasoning deficiency
1--Zero or less
2--One to four
3--Five to nine
4--10 to 19
5--20 to 29
6--30 to 39
7--40 to 49
8--50 to 59
9--60 or more

Column 27--Failing Area

0--Vocabulary
1--Arithmetic
2--Tools
3--Patterns
4--All
5--Vocabulary and Arithmetic
6--Vocabulary and tools and/or patterns
7--Arithmetic and tools and/or patterns
8--Tools and patterns
9--None

Column 28--Other Test Difficulties

1--None cited by youth
2--Tired
3--Nervous
4--Too little time
5--Unfamiliar with this type of test
6--Distracting testing situation
7--Other

Column 29--AFQT

1--Yes, has taken AFQT
2--No, has not taken AFQT
3--Unknown

Column 30--Draft Status

1--Not registered
2--Registered, but not classified
3--Classified 1-A
4--Classified 1-Y
5--Classified 4-F
6--Other classification
7--Unknown

* To Research Assistant: Column 26 must be tabulated according to categories in Column 25 to be meaningful. Scoring system varies from test to test.

Column 31--Draft Volunteer

1--Yes, youth has volunteered for draft
2--No, youth has not volunteered for draft
3--Unknown

Column 32--Reason for Enlistment

1--Training
2--Travel
3--Economics
4--Status
5--Military Obligation
6--Social dysfunctioning
7--Patriotism
8--Other

Column 33--Service Interest Area

1--Combat
2--Clerical
3--Graphics
4--Electronics
5--Precision Maintenance
6--Motor Maintenance
7--Electrical Maintenance
8--General Technical
9--Unknown

Column 34--Last School Attended

1--D.C. or Baltimore public
2--D.C. or Baltimore private or parochial
3--Special school (correctional)
4--Other public school
5--Other private or parochial
6--Adult Education classes
7--Manpower or other special programs
8--Other

Column 35--Still in School

1--Yes
2--No
3--Unknown

Column 36--Highest Grade Completed

0--One to four
1--Five or six
2--Seven
3--Eight
4--Nine
5--Ten
6--Eleven
7--Twelve
8--More than twelve

Column 37--Age Left School

1--Below fourteen
2--Fourteen
3--Fifteen
4--Sixteen
5--Seventeen
6--Eighteen
7--Nineteen
8--Twenty
9--Over twenty

Column 38--Reason for Leaving School

1--Illness
2--Had to support Self
3--Failed to Adjust
4--Had to Help Support Family
5--Low Achievement
6--Graduated
7--Lost Interest
8--Not Applicable
9--Other
10--Unknown

Column 39--Grade Average

1--Satisfactory
2--Unsatisfactory
3--Unknown

Column 40--Formal Extra-Curricular Activities (School)

1--Sports
2--Music
3--Subject matter related clubs
4--Student Government
5--Dramatics
6--Newspaper
7--None

Column 41--Most Interesting Subject Area

1--Mathematics
2--Other natural sciences
3--Communications (English, spelling, reading, speech)
4--Social sciences (history, geography civics, government, etc.)
5--Vocational (any vocational area except business related courses)
6--Foreign languages
7--Physical Education
8--Commercial (typing, accounting, shorthand, etc.)
9--None

Column 42--Primary Leisure Time Activities

1--Sports
2--Lounging, sleeping, etc.
3--Television
4--Movies
5--Peer group relationships (female)
6--Reading
7--Peer Group relation ships (male)
8--None
9--Other

Column 43--Religious Preference

1--Protestant (Episcopalian, Methodist, Baptist, Presbyterian, Lutheran, etc.)
2--Jewish
3--Catholic
4--Fundamentalist (Jehova's Witnesses, Apostolic, Evangelical, Holy Rollers, etc.)
5--Muslim
6--None
7--Other

Column 44--Employed

1--Yes
2--No

Column 45--Type of Job (skill level)

1--Unskilled
2--Semi-skilled
3--Skilled
4--Not applicable
5--Unknown (unable to determine skill level)

Column 46--How Job was Obtained

1--Individual initiative
2--Relative
3--Friend
4--School
5--MSES or USES
6--Private Employment Agency
7--Other
8--Not applicable
9--NCCY

Column 47--Type of Job (time)

1--Full time
2--Part time
3--Casual
4--Not applicable

Column 48--Number of Weeks on Present Job

1--One through four
2--Five through eight
3--Nine through Sixteen
4--Seventeen through twenty-four
5--Twenty-five through fifty-two
6--Fifty-three through 104
7--More than 104
8--Unknown
9--Not applicable

Column 49--Current Salary

1--Less than .99
2--1.00 - 1.24
3--1.25 - 1.49
4--1.50 - 1.74
5--1.75 - 1.99
6--2.00 - 2.49
7--2.50 or more
8--Unknown
9--Not applicable

Column 50--Prior Job (skill level)

1--Unskilled 2--Semi-skilled 3--Skilled 4--Not applicable
5--Unknown

Column 51--Reason for Termination of Last Job

1--Quit 2--Was fired 3--Was laid off 4--Unknown
5--Not applicable

Column 52--Unemployment Compensation

1--Yes, youth is actively receiving Unemployment Compensation
2--No, youth is not receiving Unemployment Compensation
3--Unknown

Column 53--Registered with USES or MSES

1--Yes 2--No 3--Unknown

Column 54--Registered with Private Employment Agency

1--Yes 2--No 3--Unknown

Column 55--Law Violations

1--None 2--Adult and Juvenile 3--Adult only 4--Juvenile only
5--Unknown

Column 56--Probation

1--Yes, youth is or has been on probation
2--No, youth is not and has never been on probation
3--Unknown

Column 57--Commitment

1--Yes, youth has been committed to a correctional institution
2--No, youth has never been committed to a correctional institution
3--Unknown

Column 58--Detention

1--Yes, youth has been detained overnight in a correctional or detention facility
2--No, youth has never been detained overnight
3--Unknown

Column 59--Military Experience

0--None 1--Army (via Selective Service) 3--Army (enlisted
3--Navy 4--Air Force 5--Marine Corps 6--Coast Guard
7--Reserves (any branch, incl. Nat'l Guard)

Column 60--Health

1--Yes, youth reported or was observed to have a physical handicap
2--No, youth did not report a physical handicap nor was one observable
3--Unknown

Column 61--General Appearance

1--Excellent 2--Good 3--Fair 4--Poor

Column 79--Coded by

1--Brockenberry 2--Snead 3--Russell 4--Cooper

Column 80--Deck #1

INTAKE RECORD FORM CODE SHEET

To Be Completed in Triplicate for Each Active Case

LOCATION--Code 1 or 2 (IN RED) ______________________________

ID #--ACTUAL NUMBER (IN RED) ______________________________

YOUTH'S INITIALS (IN RED) ______________________________

DECK #1

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80

DECK #2

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

________ ________ Date & initials of person completing code sheet.

________ ________ Date & initials of person punching card.

YSP 100 7/20/65 ch

NCCY YOUTH SERVICES PROJECT
FOLLOWUP HOME VISIT

INTERVIEWER ______________________

NAME ______________________________ ID. NO. ______________________

ADDRESS ___________________________ DATE ________________________

MOVED _______ DATE ____________ FORWARDING ADDRESS ____________________

FOLLOWUP RESPONDENT: YOUTH ____ PARENTS ____ OTHER RELATIVES ____

NEIGHBORS OR FRIENDS ____

EMPLOYMENT:

EMPLOYED: YES ____ NO ____

WHERE EMPLOYED: ________________ TYPE OF JOB ______________________

HOW OBTAINED: ______________________

HOW EMPLOYED: FULL TIME _____ PART TIME _____ CASUAL _____

NUMBER OF WEEKS ON PRESENT JOB: _______________

SALARY: HOURLY ______ WEEKLY ______ BI-WEEKLY ______

MONTHLY ______

PRIOR JOB: ____________________ DATE TERMINATED: ____________________

REASON: ____

UNEMPLOYMENT COMPENSATION: YES _____ NO _____

REGISTERED WITH USES/MSES: YES _____ NO _____

REGISTERED WITH PRIVATE EMPLOYMENT AGENCY: YES _____ NO _____

NAME OF AGENCY: ____

ECONOMIC STATUS SINCE INTAKE: IMPROVED _____ WORSENED _____
NO CHANGE _____ UNKNOWN _____

IF JOB DEVELOPED BY NCCY, ADDRESS, PHONE AND CONTACT PERSON:

TRAINING:

	AWAITING PLACEMENT	IN TRAINING	DROPPED OUT	COMPLETED
MDTA	________	________	________	________
COACH CLASS	________	________	________	________
JOB CORPS	________	________	________	________
OTHER (specify)	________	________	________	________
NONE	________	________	________	________

REASON FOR DROPOUT: LOST INTEREST ________ TOO DIFFICULT ________

ACCEPTED NEW EMPLOYMENT ________ COULD NOT AFFORD ________

MOVED ________ NOT HELPFUL ________ OTHER ________

NOT APPLICABLE ________

SCHOOL:

STILL ATTENDING ________ RETURNED FULL TIME ________

RETURNED PART TIME ________ PLANNING TO RETURN ________

NO PLANS TO RETURN ________

MILITARY SERVICE:

ARMED FORCES OF THE UNITED STATES: YES ________ NO ________

BRANCH OF SERVICE: ARMY ________ NAVY ________ AIR FORCE ________

MARINES ________ COAST GUARD ________ NOT APPLICABLE ________

HOW ENTERED: DRAFT ________ ENLISTMENT ________ NATIONAL GUARD ________

RESERVES ________ UNKNOWN ________ NOT APPLICABLE ________

DATE ENTERED (if known): ____________________________

TOOK AFQT: YES ________ NO ________ WHERE ________________________________

WHEN ____________________________ PASSED: YES ________ NO ________

MILITARY ADDRESS AND SERVICE NUMBER (IF APPLICABLE):

PRESENT INTEREST IN ARMED FORCES: HIGH _______ MODERATE _______

LOW _______ NOT APPLICABLE _______

LAW VIOLATION SINCE INTAKE: DISMISSED _______ FINE _______ PROBATION _____

COMMITMENT _______ NOT APPLICABLE _______

SIGNIFICANT CHANGES SINCE INITIAL INTERVIEW:

NATIONAL COMMITTEE FOR
CHILDREN AND YOUTH

YOUTH SERVICES PROJECT

Washington, D. C.
Baltimore, Maryland

4-6-66

YOUTH'S SUMMARY RECORD

CARD	PROJECT AREA	YOUTH'S ID. NO.
1 (1)	(2)	(3) (4) (5)

NAME OF YOUTH ______________________

Address of Last Contact ______________________

____

1. Has youth moved since Intake Interview?

   (1) yes (2) no

   (12)

2. Number of times youth has moved since Intake Interview
   (Enter Actual Number)

   (13) (14)

3. Total number of completed followups

   (1) one (2) two (3) three
   (4) four or more

   (21)

4. Total number of followup attempts

   (22)

5. Who was the followup respondent?

   (1) youth (2) youth's parent(s)
   (3) other relative(s) (4) neighbor or friend (5) others

   (23)

6. Change in Marital Status

   (1) yes (2) no (3) unknown

   (24)

SOCIAL SECURITY NO.

____

Date of Initial Interview

(6) (7) (8) (9) (10) (11)

Date (s) of Followup Interview(s)

____
____
____

Date of Last Contact

(15) (16) (17) (18) (19) (20)

Name of Intake Interviewer:

____

Name (s) of Person(s) Contacting Youth or Conducting Followup:

____
____
____
____
____

7. What is Marital Status now?

(1) married (2) separated or divorced (3) widowed (25)

8. Change in Number of Dependents

Specify ______________________________________

(1) increase (2) decrease (3) not applicable (26)

This section of the summary record deals with the identification of the youth's problems and obstacles related to his present difficulties, the planning and encouragement given by the Project Office, and the measures adopted to resolve and improve the situations related to the problems.

Instructions for Coding: The numeral "1" is to be placed on the line above the column representing the categories.

1. What categories listed below represent major problem-areas for this youth?

(27) Education (28) Employment (29) Personal Adjustment (30) Family

(31) Military (32) Health (33) Delinquency (34) Motivation and Achievement

2. What planning and encouragement was given by the Project Office in attempting to resolve or improve the problem-related situations?

I. Education--Youth was advised to:

(35) return to school (36) enroll in remedial program

(37) enroll in Public Adult Education Classes (38) enroll in MDTA

(39) enroll in NCCY Coach Class (40) participate in NCCY tutorial program

(41) enlist in Job Corps

II. Employment--Youth advised to:

(42) seek job through NCCY Job Developer (43) go to USES/MSES for job

(44) see staff member of YOC (45) go to NYC

III. Personal Adjustment--

(46) counseled in regard to specific personal problem(s)

(47) counselor will talk with youth's parents

IV. Family

(48) counseled regarding family or home problems

(49) counselor to see parents

V. Military

(50) Youth given general counseling about military life

(51) referred to Armed Forces Familiarization Classes (52) advised to wait and take the screening test again (53) advised to volunteer for the draft (54) advised to wait until drafted (55) counselor will send letter requesting reclassification

VI. Health

(56) referred to Medical Clinic for free physical examination

(57) referred to specialized health clinic for diagnosis or treatment of special health problem

VII. Delinquency

(58) Project Office to contact authorities regarding current violation

(59) Will try to get record or specific offense cleared

VIII. List other services not covered above given during contact

IX. Total number of times youth had any contact with Project office. (any of the areas in Question 2.) Enter actual Number

(60) (61)

CARD	PROJECT AREA	YOUTH'S ID. NO.
2 (1)	(2)	(3) (4) (5)

EDUCATION OR TRAINING

1. Youth's educational status at last contact.

(1) still in school (2) returned to school full-time (3) returned to school part-time (4) awaiting placement in special adult vocational classes (5) planning to return to school (6) not planning to return to school (7) unknown (8) graduated (high school)

(12)

2. Did youth participate in a training program?

(1) yes (2) no (3) unknown

(13)

3. Type of training program

(14) Coach Class (15) MDTA (16) Volunteer Tutorial (17) Kit Group (18) Individual Kit Tutorial (19) Job Corps (20) Neighborhood Youth Corps (21) Other--Specify ______________________ (22) Not applicable

4. *Youth's Perseverance in Training

(1) Completed Training (2) Did not Complete Training (3) Still in Training
(4) Unknown (5) Not applicable (6) Awaiting Placement

* Place the appropriate number related to perseverance category in the column associated with the particular training program.

(23) Coach Class
(24) Neighborhood Youth Corps
(25) MDTA
(26) Other, Specify ____________________
____
(27) Volunteer Tutorial
(28) Job Corps
(29) Not Applicable

5. Reasons for not completing training

(1) Lost interest (2) Not helpful (3) Accepted new employment or went into Armed Forces (4) Conflicted with old employment (5) Moved (6) Could not afford (ineligible for training allowance) (7) Could not afford (no training allowance paid in program) (8) Unknown (9) Not Applicable (0) Other, explain

(30)

6. Number of different training programs enrolled. Enter actual number.

(31)

EMPLOYMENT HISTORY

1. Was youth employed at time of intake?

(1) Yes (2) No If "yes," where? ____________________ (32)

2. Did youth want a job?

(1) Yes (2) No, explain ____________________ (33)

3. Number of job referrals from NCCY. Enter actual number. List "9" if nine or more.

(34)

If Zero "0" state reason, if "yes" in Question 2.

____

4. List number of jobs referred to by NCCY in which youth was initially hired. Enter actual number if known. List "9" if nine or more.

(35)

5. Was youth employed at the time of last contact?

(1) Yes (2) No (3) Unknown

(36)

If "yes," where ______________________________

If "yes," is it different from job youth had at intake?

(1) Yes (2) No (3) Unknown ___ (37)

*If "no," why ______________________________

6. How is youth employed? (This refers to last job held).

(1) Full-time (2) Part-time (3) Sporatically (4) Not Applicable ___ (38)

7. How permanent is this job?

(1) Permanent (2) Temporary or Seasonal (3) Unknown (4) Not Applicable ___ (39)

8. How long has youth worked on job?

(1) 1-4 wks. (2) 1-2 mos. (3) 3-6 mos. (4) 7-12 mos. (5) 1-2 yrs.
(6) more than 2 yrs. (7) not applicable ___ (40)

9. How was this job obtained?

(1) Own initiative (2) Friend or relative (3) School (4) NCCY
(5) USES or MSES (6) Private agency (7) Other (8) Not Applicable ___ (41)

10. What type of work did youth do? ______________________________ (42)
Job Title

(1) Skilled (2) Semi-skilled (3) Unskilled (4) Not Applicable

11. What was youth's hourly salary?

(1) Less than $1.00 (2) $1.00--$1.25 (3) $1.26--$1.49
(4) $1.50--$1.74 (5) $1.75--$1.99 (6) $2.00--$2.25
(7) More than $2.26 (8) Not Applicable ___ (43)

12. Has youth registered with Employment Agencies since Intake (USES or MSES or Private)?

(1) Yes (2) No (3) Unknown ___ (44)

13. Number of jobs held between intake and last contact. Enter actual number. List "9" if nine or more.

X Unknown ___ (45)

---

* Refers to whether youth was employed

14. Reason for terminating job(s) held between intake and last contact.

(46) not enough money (47) work too difficult (48) did not get along with supervisor (49) was fired (50) quit--Specify ____________________

____________________ (51) Unknown (52) Not Applicable (53) Laid Off

15. Was youth receiving unemployment compensation as of last contact?

(1) Yes (2) No (3) Unknown (54)

MILITARY AND RECRUITMENT DATA

1. Has youth entered Military Service since Intake?

(1) Yes (2) No (3) Unknown (55)

2. If "yes" in Question 1, which Branch?

(1) Army (2) Navy (3) Air Force (4) Marines (5) Coast Guard
(6) National Guard (7) Not Applicable (56)

3. If "yes" in Question 1, Means of entry

(1) Draft (2) Enlistment (3) National Guard (4) Reserves
(5) Unknown (6) Not Applicable (57)

4. If "yes" in Question 1, Military address: ______________________________

____

Military Serial No.: ______________________________

Current Area of Training: ______________________________

5. What is youth's current Service motivation?

(1) High (2) Moderate (3) Low (4) Unknown (5) Not Applicable (58)

6. Does youth have high probability of getting into the Service?

(1) Yes (2) No, Specify ______________________________
(3) Doubtful (4) Not Applicable (59)

7. Has youth taken AFQT since Intake?

(1) Yes (2) No (3) Unknown (4) Not Applicable (60)

8. If Question 7 is "yes" where?

(1) Holabird (2) Other, Specify ______________________________
(3) Unknown (4) Not Applicable (61)

9. If "yes" in Question 7, did youth pass?

(1) Yes (2) No (3) Unknown

(62)

10. What was score if taken?

(1) (2) (3)

(63) (64)

LAW VIOLATIONS SINCE INTAKE

1. Has youth Law Violations since Intake?

(1) Yes (2) No (3) Unknown

(65)

2. If "yes," type of offense--Specify ______________________________

(1) Major (2) Minor (3) Not Applicable

(66)

3. If "yes" to Question 1, what was the Disposition?

(1) Fine (2) Probation (3) Commitment (4) Combination of above
(5) Unknown (6) Not Applicable (7) Dismissed

(67)

4. If committed, type of commitment.

(1) Jail (2) Receiving Home (3) Penitentiary (4) Training School

(68)

ADDITIONAL INFORMATION

PROGRAM:
MDTA — 1
ARA — 2
Other — 4

TYPE OF ACTIVITY:
Instit. — 1
OJT — 2
E&D — 4
Basic Ed. — 8
Pre-Voc. — 16
Other — 32

CHARACTERISTICS OF TRAINEES
Under the MDTA and the ARA

D/L-D/HEW MT-101 (Rev. 7-64)
Form approved.
Budget Bureau No. 44-R1202.1.

A. 1. State ______________ (Code) 2. L.O. ______________ (No.) 3. Project No. ______________ Section No. ______________

4. Occupation ______________ D.O.T. Code ______________

5. Name ______________ (Last) ______________ (First) ______________ (Initial) 6. SSA No. ______________

7. County of residence ______________ ______________ (Code)

8. Date of birth: ______________ (Mo. and year)

9. Sex: Male — 1 Female — 2

10. Handicapped: Yes — 1 No — 2

11. Prior military status:
Veteran — 1
Peacetime service — 2
Rejectee — 3
Other nonvet — 4
Not known — 5

12. Marital status:
Single — 1
Married — 2
Other — 4

13. Primary wage earner: Yes — 1 No — 2

14. Family status: Head of family or Head of household: Yes — 1 No — 2

15. Number of dependents: — 0 — 1 — 2 — 3 — 4 — 5 and over

B. 1. Highest grade completed:

Code	0	1	2	3	4	5	6	Code	College:	7	8	9
Grade	0	1 2 3 4	5	6 7	8	9 10 11	12	Year		1 2 3	4	4+

2. Primary occupation ______________ D.O.T. Code ______________
How long worked in *(Months)* ______________ When last worked in *(Month and year)* ______________

C. 1. Did applicant express willingness to accept job out of area? Yes — 1 No — 2

2. Referral to training or services: Accepted — 1 Refused — 2

3. Enrolled: Yes — 1 No — 2

4. Reason for refusal of referral or failure to enroll:
Obtained employment — 1
Moved from area — 2
Illness (include preg.) — 3
Not interested — 4
Poor location or hours of training — 5
Insufficient allowance for training — 6
Not available (in school, Armed Forces) — 7
No one to look after family — 9
Reason not known — 0
Other *(Specify)* ______________ — 8

5. Was reason considered: For good cause — 1 Not for good cause — 2

D. 1. At time training offered, applicant was:
a. Underemployed — 0
35-39 hours per week and less than full time — 1
Less than 35 hours per week — 2
Under skill level — 4
Impending technological layoff — 8
b. Reentrant to labor force — 64
c. Unemployed — 16
Weeks unemployed: Less than 5 — 1 5-14 — 2 15-26 — 3 27-52 — 4 Over 52 — 5
d. Farm worker — 32

2. Years of gainful employment: Under 2 — 0 2 — 1 3-9 — 2 10 or more — 3

3. Unemployment insurance status: Claimant — 1 Nonclaimant — 2

4. Public assistance status: Recipient — 1 Nonrecipient — 2

5. As defined for reimbursement of training costs, applicant is: Unemployed — 1 Other — 2

6. Last regular employment:
a. Occupation ______________ D.O.T. Code ______________
b. Industry ______________ S.I.C. ______________
c. Straight-time average hourly earnings $______________

E. Eligible for allowance *(Not applicable for ARA)*:
1. Regular training: Yes — 1 Augmented — 3 No — 2
2. Youth training: Yes — 1 No — 2
3. Subsistence-transportation: Yes — 1 No — 2

F. For youth:
1. What was the most important reason for your leaving school? *(Check only one)*
Graduated from 12th grade — 0
Illness — 1
Had to support self — 2
Had to support family — 3
Preferred work to school — 4
Because of low marks in school — 5
Had to work on family farm or in family business — 6
Trouble with teachers or school authorities — 7
Marriage or pregnancy — 8
Other *(Specify)* ______________ — 9

2. Living with parents (either own or spouse's)? Yes — 1 No — 2

3. Highest grade of regular school father ever completed?

Code	0	1	2	3	4	5	6	Code	College:	7	8	9
Grade	0	1 2 3 4	5	6 7	8	9 10 11	12	Year		1 2 3	4	4+

(Data Processing Office Copy)

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ARMED FORCES RECRUITMENT PROCEDURE–Washington and Baltimore

Washington

Youth wishing to enlist in the Armed Forces in Washington may go to any recruiting station and express a desire to enlist. They are then asked a few questions (age, school status, etc.) to establish general eligibility. Once this is established, they are given five practice questions which test the youth's ability to read and reason. If these questions are completed satisfactorily, the youth is then given the Enlistment Screening Test. If he makes a passing score on the test, he is requested to fill out Form DD 398 (personal history form), the emergency data form (local form) which states the names of next of kin, social security number, insurance policies, relatives, former law violations, selective service board, address, qualifications, etc. Then he is requested to obtain a police clearance. If this is a local youth, the clearance is obtained from the Police Department and the Juvenile Court in order to have both an adult and juvenile check. If the individual has not been a District resident for some length of time, the police check is made with the jurisdiction of the locality of origin. Following this, the youth furnishes birth verification. If the youth was born elsewhere than Washington, D. C. and does not have a birth certificate, Form DD 372 is mailed by the recruiter to the place of birth. In addition, if the youth is a minor, Form DD 373 has to be signed by the parents, giving consent for the enlistment, and this form is also verified by the recruiter.

Baltimore

Youth wishing to enlist in the U. S. Army in Baltimore may go to any recruiting station and express a desire to enlist. They are then asked a few questions (age, school status, etc.) to establish general eligibility. Once this is established, they are given five practice questions which test the youth's ability to read and reason. If these questions are completed satisfactorily, the youth is then given the Enlistment Screening Test. If he makes a passing score on this test, he is sent to Fort Holabird for a physical examination and for the Armed Forces Qualifications Test. The AFQT is a one-hour, written test plus a physical examination.

If the youth passes the AFQT, he must return to the recruiter for further processing. This includes verifying date of birth, obtaining parental consent, and securing a police clearance. This clearance is obtained by the recruiter from the Division for Juvenile Causes of the Supreme Bench of Baltimore and from the Central Records Bureau of the Baltimore City Policy Department. On a few occasions, this clearance is obtained before the youth takes the AFQT. This is not the usual practice, however, since a clearance will not be necessary if the youth is not otherwise qualified.

The police clearances are generally obtained by the recruiter in the Calvert Building, who has had considerable prior contact with personnel in the Juvenile Court and in Central Records. He is, therefore, able to obtain these clearances by telephone at considerable saving of time and paperwork.

This varies somewhat in other services. All clearances for the Coast Guard are done by mail. The Navy hand-carries its police clearances. There is no standard procedure spelled out in the regulations and this process varies from recruiter to recruiter and from time to time, depending upon which is most expedient.

When date of birth has been verified, parental consent obtained and police record cleared, the youth must complete certain other administrative forms and supply other information. He may then be sworn into the service and is given orders to report to his first duty station for training.

COURSE OUTLINE FOR THE ARMED FORCES FAMILIARIZATION CLASSES

Duration: Ten weeks
Frequency: Mondays, Wednesdays and Thursdays from 5 - 8 p.m.

1st Week:

A. Orientation in Arithmetic Concepts

1. Arithmetic vocabulary building
2. Relationship of arithmetic to life situations
3. Methods used in problem solving

B. General Introduction to Types and Uses of Words

1. Defining homonyms, synonyms, antonyms and analogies
2. Distinguishing between homonyms, synonyms, antonyms and analogies

C. Tool Recognition--Classification of Hand Tools

1. Driving tools
2. Boring tools
3. Cutting tools
4. Holding tools
5. Layout tools

D. Blocks and Patterns

E. Counseling

2nd Week:

A. Number System

1. Money situations requiring addition of whole numbers and decimals
2. Names of terms
3. Horizontal and vertical addition
4. Practical applications with word problems

B. Synonyms

1. Defining
2. Building vocabulary through utilization of synonym word form as a vehicle for learning

C. Basic Hand Tool Association

1. Association with tools of the same family
2. Association with the layman
3. Abstract reasoning

D. Blocks and Patterns

E. Counseling

3rd Week:

A. Money situations requiring subtraction of whole numbers and decimals

1. Names of terms
2. Practical application with word problems
3. Combining addition and subtraction problems

B. Antonym
  1. Defining
  2. Building vocabulary through utilization of synonym word forms as a vehicle for learning
  3. Start of review of one kit a week

C. Machine Tools
  1. The power grinder
  2. The drill press
  3. The lathe
  4. Power tools
  5. Abstract reasoning
  6. Review Kit #1

D. Blocks and Patterns

E. Counseling

4th Week:

A. Money situations requiring multiplication of whole numbers and decimals
  1. Names of terms
  2. Multiplication of multiples of ten
  3. Short cuts
  4. Practical application using word problems
  5. Combination of the use of addition, subtraction and multiplication problems

B. Homonyms
  1. Defining
  2. Building vocabulary through utilization of synonym word forms as a vehicle for learning

C. Machine Tool Association
  1. Association of machine tool
  2. Association with other tools
  3. Abstract reasoning
  4. Review Kit #2

D. Blocks and Patterns

E. Counseling

5th Week:

A. Money situations requiring division of whole numbers and decimals
  1. Names of terms
  2. Division by multiples of ten
  3. Averages
  4. Practical applications of word problems
  5. Combination of problems involving addition, subtraction, multiplication and division

B. Word Relationships: Analogies
  1. Defining
  2. Building vocabulary through utilization of synonym word forms as a vehicle for learning

C. Introduction to the Automobile

   1. Classification of engines
   2. Operating principles of the automobile
   3. Abstract reasoning
   4. Review of Kit #3

6th Week:

A. Units of Measurement in Problem Solving

   1. Basic units
   2. Practical applications using units of measurement

B. Developing Skills in Word Recognition

   1. Scrambled words
   2. Importance of spelling

C. Automobile Parts

   1. Association with other parts
   2. Abstract reasoning
   3. Review Kit #5

D. Blocks and Patterns

E. Counseling

7th Week:

A. Understanding Common Fractions

   1. Addition and subtraction
   2. Multiplication and division

B. Direct Vocabulary Building

   1. Word lists
   2. Practical exercises

C. Tools, techniques of Association

   1. Hand tools and automotive part association

D. Blocks and Patterns

E. Counseling

8th and 9th Weeks:

A. The Meaning and Use of Percentage

   1. Expressing percentage as decimals and decimals as percentage
   2. Expressing percentage as fractions and fractions as percentage
   3. Finding percent of discount and percent of commission

B. Direct Vocabulary Building

   1. Word lists
   2. Practical exercises

C. Principles of Electricity

   1. Tools
   2. Storage batteries
   3. Circuits
   4. Relation to the automobile

D. Blocks and Patterns

E. Counseling

10th Week:

A. General Review

B. Test taking and conditioning

C. Counseling

Preliminary Report on Follow-Up of 36 Army Enlistment Rejectees Who Enlisted in Military Service Following Counseling and Training Given by National Committee for Children and Youth

In response to an original request for information about 36 individuals, the Services were able to provide some data for 30 of them as follows:

	Total	Army	Navy	Air Force	Marine Corps
Response	30	14	10	2	4
Nonresponse	6	6	-	-	-
Total	36	20	10	2	4

The value of the reports submitted by the Services varied widely.

Navy

The Navy was able to provide only minimal data for each individual since they did not use field service records. The following summarizes the Navy submission:

Total Sample	10
Completed Basic Training	8
Occupational Training Recommended	9
Ordnance Rating	1
Service Rating	1
Clerical and Administrative	3
Graphic	1
Mechanical/Operation	1
Communication	1
General Supervisory	1

One of the 9 men had a record of serious disciplinary action (other than minor AWOL) in his file.

Marine Corps

The Marine Corps reports show that 2 of the 4 enlisted men completed basic training. These 2 were assigned to individual combat training and 1 has completed that training. No information was available in regard to performance and ability.

Air Force

The 2 Air Force enlisted men have both completed basic training. One was assigned to direct duty as an administrative clerk where his performance is described as completely satisfactory. His supervisor has rated him as the best clerk he has had in two years. The other enlisted man has successfully completed the basic Inventory Management Specialist course. Efficiency reports have not yet been submitted for this man; there is, however, no derogatory information in his records.

Army

The basic Army data is summarized below:

Total Sample	14
Completed Basic Training	13
Still in Basic Training	1
Assigned and Still in Advanced Training	7
Chemical Equipment Repairman	1
Leadership School (Lt. Weapons Infantry)	1
Light Weapons Infantryman	2
Airborne Training*	2
Communication Specialist	1
Awarded MOS and On Duty Assignment	6
Medical Corpsman	1
Tracked Wheel Mechanic	1
Light Weapons Infantryman	2
Cook	1
Veterinary Specialist	1

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* One individual holds MOS of personnel specialist but report does not indicate whether the MOS was awarded by a school.

ASSISTANT SECRETARY OF DEFENSE
WASHINGTON, D. C. 20301

MANPOWER

15 JUN 1966

Mrs. Rita Valeo
National Committee for Children and Youth
1145 Nineteenth Street, N.W.
Washington, D. C.

Dear Mrs. Valeo:

This is in response to your recent request to Mr. Mahoney of my staff for information regarding the persons whose names you provided us late last fall.

We understand that these young men had originally been rejected by the Army for enlistment but following counseling and training given by the National Committee for Children and Youth were able to qualify for military service. We are enclosing a brief summary of the information the Services were able to provide. In some instances, where the individuals were in transit or had recently been transferred, we were able to obtain only minimal information. In a few cases, no information was available at the time of our request.

We feel we must caution you in regard to the interpretation of our findings. The sample is too small to draw any firm conclusions and may contain biases. We none-the-less feel that your project has made a significant contribution and are looking forward to its extension on a larger scale next year.

You indicated to Mr. Mahoney that you were in the process of preparing a final report on your project. We would appreciate it if you could provide us with a copy of the report when it becomes available. If we may be of any further assistance to you, please do not hesitate to contact us.

Sincerely,

Roy K. Davenport
Deputy Assistant Secretary
(Manpower Planning and Research)

Enclosure

Rejected by the Services

What happens, here in Baltimore, to young men who are found unacceptable for military service? Some of them at least, both among the volunteers and the draftees, get a chance to improve their skills to the point at which they can qualify for the armed forces or for a civilian job. They are, in fact, reclaimed from "the other America."

By JOHN E. ESLINGER

CBS NEWS recently focused its television cameras on a scene which must have deeply disturbed millions of Americans—a private classroom in which young men were being taught how to evade the draft by cunning and devious means. A common reaction to this, to the burning of draft cards and to the youths who fling themselves in front of troop trains, is that the nation's sense of duty has gone to pot.

Let's focus on a different scene and a different story, here in Baltimore. It begins in the 23 recruiting stations which the armed forces maintain here. The number of young men who volunteer for service is increasing, partly because some who are subject to the draft hope to increase their chances of going to a service school or getting some choice of duty.

Many volunteers don't make the grade, however. They try, but they can't pass the mental or physical examinations. Most of those who fail the mental tests are from "the other America," as Michael Harrington calls it, that subculture where unemployment, poor health, semi-literacy and bleak subsistence prevail.

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Some of the rejects leave the recruiting stations to drift back into the old life, but quite a few don't—and here is where another, different use for a classroom comes into the picture. The recruiters send the names of the rejects along to the National Committee for Children and Youth, which, with Federal funds from the Labor Department, gives them what amounts to another chance. There are plenty of takers. The NCCY, which has an eight-member staff here, worked with 500 such persons last year and had to turn away others for lack of capacity.

Those who enroll are given tests to determine their aptitudes and their ability to learn. If the potential is there, they are put into night classes where they are taught basic education skills. A full-time job counselor, Major John C. Hooper (USA, ret.) attempts to find jobs for them while they are learning. Between March and July of this year, 72 youngsters were placed in jobs. Two counselors work full time in an effort to inculcate good habits and attitudes that the "other America" did not supply. And every 30 days the trainees are eligible to try once again to get into the service as volunteers. If they still cannot pass but have made a certain amount of progress, their names are turned over to the Selective Service for possible induction as draftees.

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There are no draft dodgers here, that is plain. But what about the nonvolunteers who fail the draftee examinations? Do they rejoice at escaping the service? Some do, undoubtedly. But that is not the typical reaction. For most of these young men, rejection is a blow to self-esteem and confidence. Mr. Stanley T. Emche, manager of the local Youth Opportunity Center, says the great majority of the rejects want to talk about it to someone, and the YOC stations three counselors at Fort Holabird for that purpose.

If a reject has an adequate job but is crestfallen because he failed on medical grounds, a counselor gives him a "pep talk" and tries to restore confidence.

If the reject wants help but has no job or is underemployed, the YOC screens him and attempts to place him in a program that will do him the most good.

It might be one of several small organizations which conduct tutorial classes. Or it might be the relatively large multi-occupational training program operated here by the Division of Adult Education and administered through the city school system. This program, which comes under the Manpower Development and Training Act, gives youngsters an opportunity first to raise their formal educational level and then to learn job skills, some of which are relatively complex. Other rejects are referred to the Job Corps or the neighborhood Youth Corps for training. In any case, an effort is made to find suitable jobs for them afterward.

These individuals are fortunate in only two respects: They are young and their failure to pass the armed forces exams is conspicuous—it identifies them and their shortcomings on the same pieces of paper. Dr. Wilmer V. Bell, director of Baltimore's Division of Adult Education, put his finger on one of the chief difficulties in America's war on poverty: "We often don't know how to reach the others."

A delicate, easily breakable chain of circumstances must be held together before a single young reject can be delivered from the rut of failure. He must be inspired to hope or must himself have hope, and this is no small order in persons with backgrounds that are almost uniformly bleak and discouraging.

And then there must be effort, enough sustained effort to carry them through the unfamiliar territory of formal, ordered language, the mysteries of mathematics and the skill-requirements of a trade.

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In this story there are no pickets, no hunger strikers and no effort to work up reasons for arguing that the war in Vietnam is the "wrong" war. The typical youngster in it is probably not capable of such rationalizing. He is from 17 to 19 years old and he dropped out of school in the ninth grade. His counselors and teachers are devoted to their work of human conservation. They are trying to minimize or obliterate ill effects that are deeply entrenched, and they often fail.

But when they succeed it means new self-respect for the subject, a new taxpayer to share the load, a subtle change in the "other America," and not infrequently, a new man in uniform.

THE EVENING SUN, Monday, October 25, 1965

Excerpt from LETTERS TO THE EDITOR

THE EVENING SUN
BALTIMORE
MONDAY, DECEMBER 6, 1965

Many Youths Seek Military Service

SIR: In the wake of the highly publicized draft card burnings, the people of Baltimore might want to know that many youths in our city are making personal sacrifices and putting forth much effort in an attempt to qualify for military service.

Since March of 1964, military recruiters have been referring young men who were not successful in passing written military entrance examinations to the Baltimore Youth Services Project sponsored by the National Committee for Children and Youth and funded by the United States Labor Department. This project is designed to help these youths meet the academic requirements for military service, find jobs if they are unemployed, enroll in job training programs or return to school. In this last 21 months over 900 young men have been referred and the project staff has met with unqualified success in helping a significant proportion of these youths to enter military service or to assume a productive civilian role. Our success, however, largely reflects the motivation, desire and potential of the youths we serve and is indicative of the fact that these youths are committed to self-improvement and to the ideals and aims of the American society.

While we do not see military service as a panacea for the problems of all youth in our fast-moving technological society, we do feel that the public should be made aware of the fact that many young men do see service in the armed forces as a way to obtain further training, education and travel and as a source of a kind of security that life as a civilian often does not produce. Many of them have attended a series of classes co-sponsored by our project and the Division of Adult Education of the Department of Education for up to ten hours a week for eight to eleven weeks in order to serve in the armed forces of the United States. These youths know little about foreign policy and are quick to admit it. They do know, however, that military service can offer them an opportunity to improve themselves while, at the same time, meeting their obligation to their country.

WILLIAM G. SYKES
Project Administrator
Baltimore Office
National Committee for Children and Youth
Baltimore.

For Distinguished Service

4 Young Men Will Be Honored by Jaycees

Four young men, designated as "outstanding" by the Baltimore Junior Association of Commerce, will be honored during the Jaycees annual Distinguished Service Award luncheon tomorrow noon in the Lord Baltimore Hotel.

State Sen. Harry R. Hughes, of Caroline County, will be the speaker.

The DSA plaques will be presented to Thomas C. Hofstetter, investment banker, T. Robert Garrett & Sons, Inc.; Milton H. Miller, executive associate, Kornblatt & Fenneman; Charles E. Moylan Jr., state's attorney for Baltimore, and William G. Sykes, administrator of Baltimore Youth Services.

MILLER, 35, has served a wide variety of civic organizations, including the Greater Baltimore Committee, Maryland Council for Higher Education, Metropolitan Transit Advisory Commission and Boards of Chamber of Commerce.

During his term as Jaycee president, Miller helped establish the first Jaycee chapter within the walls of Maryland Penitentiary and was instrumental in securing for Baltimore the national Jaycee convention, one of the 10 largest conventions in the nation.

Hoffstetter, 33, in 1964 was appointed to the Port Advisory Committee, the youngest port counselor in the city's history.

HE IS A MEMBER of the Republican State Central Committee, the Airport Zoning Appeals Board and was a candidate for Congress from the Seventh District.

After his graduation from City College, where he was president of the student body, Moylan was graduated in three years from Johns Hopkins University, where he achieved national debating honors, and then earned his law degree at the University of Maryland.

Sykes, 29, has worked many volunteer hours with retarded children, juvenile delinquents and the mentally ill.

He also has given special attention to tutoral programs for the city's educationally and culturally deprived.

He is active in Big Brothers of Batimore, Inc., the Maryland Conference of Social Workers and the Norfolk Avenue Improvement Association.

THE NEW YORK TIMES, THURSDAY, JANUARY 6, 1966.

16 C

SUCCESS IS REPORTED WITH 'UNFIT' YOUTHS

WASHINGTON, Jan. 5 (AP)—The Department of Labor reported tonight that a special training program for 1,000 youths who were not accepted for enlistment in the armed services had enabled 80 per cent of them to find jobs, go back to school or qualify for military service.

Most of the youths were school dropouts and had originally failed military enlistment tests. About 60 per cent of them had wanted to enlist in order to learn a trade.

The experimental training project was conducted by the National Committee for Children and Youth.

Before the special training program, nearly 70 per cent of the youths "were doing nothing productive," the department said.

"This remarkable experiment in salvaging such youths shows the feasibility as well as the necessity of giving them our time and intensive attention," Secretary of Labor W. Willard Wirtz said.

The special experimental project concentrated on teaching such basis subjects as reading, writing, and arithmetic. Special classes were conducted to help them qualify for military service.

Evening Star
WITH SUNDAY MORNING EDITION

WASHINGTON, D. C., SATURDAY, JANUARY 8, 1966—40 PAGES

JOBS AND TRAINING

Project Helps Youths Rejected By Military

By **MARTHA ANGLE**
Star Staff Writer

An inconspicuous storefront office in downtown Washington is the scene of a "human salvage" operation offering new hope to young volunteers rejected by the armed forces.

The unacceptable would-be enlistees are sent by area military recruitment officers to the Youth Services Project of the National Committee for Children and Youth (NCCY) at 623 F St. NW.

Most of the youths have flunked their mental qualifications tests. They usually are high school dropouts, either unemployed or underemployed, who had hoped to gain training and security in military service.

Project workers at the NCCY office waste little time on tea and sympathy. When a youth arrives, he is interviewed promptly by a trained counselor who determines his special problems and explains what assistance he can expect.

Then a job is found for him and a free medical examination is arranged. When 25 men have been processed, the project workers begin a three-monthh basic education program.

Classes meet three hours a night, three nights a week. The third hour each session is devoted to group couseling.

At the end of the training period, a youth may choose his own course—a renewed attempt to join the service, a return to regular school or placement in a permanent job.

A duplicate program is underway in Baltimore. Both operations began in January 1964 with funds from the Labor Department's Office of Manpower, Automation and Training.

About 1,000 youths were assisted in the project's first year of operation and about 1,000 more have been helped since last March. The NCCY contract with the Labor Department runs through June 1966.

A study of the first 728 men who participated in the project indicates that 82.3 percent are now either gainfully employed, serving in the Armed Forces, or back in school, according to a Labor Department report issued this week. Prior to the program, 69.1 percent of the youths "were doing nothing productive," the report said.

He's in the Army Now—and Happy to Be There

By Isolde Weinberg

His real name isn't John Jones but the realities of his first 17 years resemble those of many other young men who are interested in getting into the armed forces, but are rejected as academically unqualified.

The youngest of seven children, John—a Negro—grew up in Washington's inner city, cared for by relatives for more than half his life. His mother died when he was eight and he had never seen much of his father.

Feeling he should no longer be a burden on his aunt's family, John dropped out of school in the eleventh grade, but with only a hazy idea of where he could work or what he could earn.

One point, however, was very clear in John's mind. He wanted to be a soldier. He saw the Army as a way of achieving a stable job, status and independence.

You Can Help

WHERE: Washington Youth Services Project, 623 F st., nw.

WHO IS NEEDED: Volunteers—particularly Negro men—to help young armed services rejectees qualify for military training or adequate civilian jobs by tutoring small groups, upgrading basic skills, teaching boys to drive, accompanying them to special events.

HOW MUCH TIME: Individually arranged.

CALL: Barton Straus, volunteer coordinator, 638-0233.

In March 1964, John Jones took the Enlistment Screening Test at the Army Recruiting Station on E Street. Scoring only 4 points, he failed all sections of the test. (Twenty-eight points is a passing grade and enables the candidate to take further qualifying tests.)

JOHN'S HOPES were shattered and might have remained so had not the recruiting officer encouraged him to look into the Washington Youth Services Project around the corner on F Street.

Administered by the National Committee for Children and Youth under a contract with the Labor Department's Office of Manpower, Automation and Training, this experimental and demonstration project was only two months old when John walked through the door.

Ten months after his initial contact with the Youth Services Project, John's determination to join the Army paid off. And for John, now erect and self-confident in his uniform, it paid off handsomely with advanced training as a paratrooper after he successfully completed basic training.

During the crucial ten months between his first rejection and later acceptance for military service, the project helped John as it had helped close to 2000 other youths through its offices in Washington and in Baltimore, Md.

THE INTAKE process was simple and immediate. Members of the small staff discussed John's situation with him. They referred him to training classes, helped him to find jobs when he needed money, put him in touch with a volunteer who taught him to drive, took him on field trips to military installations, stood behind him and followed his ups and downs as he gained the assurance and skills necessary to achieve his goal.

Whether a rejectee continues to pursue a career in the armed services, choses a civilian job or further schooling is up to him at every stage. The Project is not a recruiting service, but located its Washington and Baltimore offices close to main recruiting stations in its effort to reach a segment of the population in need of help and not likely to receive it from other sources.

"The boy who is motivated to volunteer for the armed services probably hasn't been touched by other agencies," said Leon G. Leiberg, Washington Project Supervisor. "If you don't make waves, you're not likely to have boats sent out for you."

Operating on the belief that each person is valuable and has potential, the Project endeavors to help the rejectee before his frustration with one failure after another blows away such waves.

Volunteer assistance has enabled the Project to set up special evening classes for young men with jobs who could not attend other scheduled courses. Volunteer instructors teach two-hour sessions three nights a week for three month periods and have helped to devise teaching materials appropriate to the needs of the group.

Further volunteer interest in the Project will be welcomed, particularly on the part of Negro men—both in and out of military service—who can help with tutoring and the upgrading of skills with patience and empathy.

NEWS *from* **U.S. DEPARTMENT OF LABOR**
W. Willard Wirtz, Secretary

USDL--6955
FOR RELEASE: A.M. Editions
Thursday, January 6, 1966

SPECIAL PROJECT UPGRADES ACADEMIC TALENTS OF YOUNG MEN

Some 1,000 young men, Armed Forces volunteers rejected as unqualified for military duty because of academic deficiencies, have learned such basics as reading, writing and arithmetic through a special experimental project operated by the National Committee for Children and Youth, it was disclosed today.

A study of the first 728 young men participating in the special Baltimore and District of Columbia project sponsored by the Office of Manpower, Automation & Training, Department of Labor shows that 82.3 percent are now gainfully occupied, either on jobs, in school or in the Armed Forces. Prior to the program, 69.1 percent of the young men were doing nothing productive.

"Perhaps nothing is as damaging to a society as its wasted youth--the young person, who because of lack of education cannot either get a job, or, as is happening in so many cases, cannot serve his country," said Secretary of Labor W. Willard Wirtz in announcing the project's report. He added that "this remarkable experiment in salvaging such youths shows the feasibility as well as the necessity of giving them our time and intensive attention."

After finishing the program, 48.8 percent more of the young men were employed than at intake; 10.3 percent returned to regular school to complete their high school education; 14.1 percent were able to upgrade their qualifications and were accepted into the Armed Forces; 4 percent were accepted by the Job Corps and 5.1 percent were still in special training programs.

The characteristics of the rejectees follow a pattern of deprivation, culturally and economically. Most were school dropouts. Only 36% lived with both parents. Most knew no skill. (Less than 1% held skilled jobs). Less than 1/3 had any vocational training at all. They were between 17 and 22, but functioned at third and fourth grade levels.

The study indicates that they realized their lack of training was a handicap. Sixty percent of those interviewed after failing the Armed Forces enlistment screening test said they had hoped to learn a trade while in service. The thousand who sought the aid of this program represented 90% of all those rejected at Washington and Baltimore recruitment centers.

While in the program, they participated in various types of classes designed to help them qualify for military service--evening public school, voluntary tutorial programs and intensive full day reading classes under the Manpower Development and Training Act programs.

Interest in the Armed Services was encouraged. The enrollees were taken to local military installations to sample military life. Officers attended counseling sessions and provided information about skills that could be obtained during a military career.

The Berlitz Language School conducted an interesting experiment through a teaching method called "total immersion." Berlitz instructors worked 12 hours a day with four rejectees listed as having "total speech deprivation." At the end of one month, two of the men had been sufficiently upgraded to gain entrance into the Army, one is in the Job Corps and the fourth has a job.

One of the project directors reports that the young men gained not only skills to get a job or join the service, but confidence as well. In some letters sent back after joining the service, the young men wrote: "There's a lot that goes with the Marine Corps and it's great. It's good training and it can make a healthier person out of me."

"I made it to the army with your help and I thank you for it."

"Are you still teaching the fellows the same old thing? Teach them good because they need good trained young men. Man this is the life. The food is fine, the sergeant is tough and the training is rough and that is how I like it."

Now in its second year, the NCCY program has already attracted an additional 500 enlistment rejectees in Washington and Baltimore.

Secretary Wirtz said, "this program shows that despite the handicaps faced by such youths, a definite capacity for positive change is apparent. This capacity should be developed. If our young people whose lives have been robbed of a future through lack of education feel responsible enough to do something about it, then we should feel responsible enough to help them. It is heartening to see the great lengths to which these young men have gone to prepare themselves for a useful future and to be of service to their country. Through extensive programming across the country, we can help bring more and more young men out of a world of waste into one of value.

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S66-1957

STAFF CONFERENCE AND MEETING PARTICIPATION

Washington, D. C. Project

March 1965

- Staff Training Institute at Howard University, Center for Youth and Community Studies.

April

- Speaking engagement at the Alumnae Association of Howard University School of Social Work.

May

- Meeting with Dr. Seymor Rotter, United Planning Organization, to interest that agency in the Berlitz Remediation Program.
- Meeting of Youth Services Project Advisory Committee at the United States Employment Service.

June--July

- Staff participation at Conference on School Dropouts sponsored by the Conference on Social Welfare in Baltimore, Maryland.

August--September

- Senior Counselor attended a one-day conference in New York City sponsored by the Reading Foundation.
- Staff participation to assist the new Washington Training Opportunity Center at a joint conference and workshops.
- Field trip to Fort Belvoir.
- Field trip to Fort Meade.

October--November

- Administrator participated in an employment opportunity seminar, sponsored by the Department of Public Welfare at the Laurel Training School.
- Meeting with staff at Children's Convalescent Hospital to discuss On-the-Job-Training progress with the participation of the District of Columbia Apprenticeship and Training Section.
- Meeting with Dr. Daily, The George Washington University School of Education, to discuss participation in Armed Forces Familiarization Classes.
- Field trip to Naval Weapons Plant.
- The Administrator and Senior Counselor visited the Army Basic Training facilities at Fort Jackson, South Carolina for three days in November as the guests of the Department of the Army.

January

- The Project Counselor attended a conference sponsored by The National Council on the Aging concerning "Manpower Training and the Older Worker."
- The Job Developer attended a conference sponsored by The American Society for Training and Development.
- Staff participation United States Employment Service sponsored, coordinating conference--presentation of Youth Services Project.

February

- Junior Counselor attends Conference on Youth Fitness, sponsored by the Roving Leaders of the Department of Recreation.

March

- Staff participation at Conference of Manpower Needs and Juvenile Delinquency, sponsored by the Center for Youth and Community Studies, Howard University.
- Senior Counselor attended a conference discussing changes needed in social work curriculum, sponsored by the School of Social Work, Howard University.

April

- Meeting with D. C. Public Library System to coordinate dissemination of service-oriented reference materials.
- Meeting with Berlitz Language School for the purpose of exploring training participation.
- The Administrator functioned as workshop chairman discussing court records and bonding for former inmates of correction institutions at the first Manpower Conference, sponsored by the United Planning Organization. The Job Developer also attended this meeting.
- Participation in the Volunteer Training Bureau by Senior Counselor at Health and Welfare Council of the National Capital Area.
- Guest lecture for staff and area officials by Mr. Arieh Simon, Superintendent of Education, Southern District, Israel on the subject of "Education for the Culturally Deprived in Israel."
- Staff participation at the Mid-Decade Conference, sponsored by the National Committee for Children and Youth.

May

- Staff participation at Health and Welfare Annual Conference.

STAFF CONFERENCE AND MEETING PARTICIPATION

Baltimore, Maryland Project

April 1965

- Participated in Annual Workshop of the Maryland Chapter, National Conference of Social Workers on the topic, "Can the War on Poverty Be Won?"
- Attended annual meeting of the Health and Welfare Council of the Baltimore Area, Inc. Local health and welfare activities were summarized and future projections made.

May

- Project Administrator attended the National Conference of Social Welfare.
- Project was discussed at the Semi-Annual Meeting of the Maryland Conference of Social Welfare.

August

- Project Administrator lectured to the sociology students of Morgan State College.

September 1965--February 1966

- Project Administrator participated in professional conferences and workshops for Field Instructors at the Howard University School of Social Work.
- Participation in workshop of the Baltimore Tutorial Council at Johns Hopkins University.

April

- Project Administrator served as a panelist at the Mid-Decade Conference on Children and Youth.
- Conference of the Northwest Baltimore Council of Neighborhood Organizations.

Project staff has also participated regularly in training programs of the Street Club Worker Program, special programs of civic groups and staff and training meetings of various youth serving agencies.

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2. Power and Hand Tool-Book by Sears and Roebuck Company
3. A series of Record Drills by Caddy-Imler Creations Corporation, 2517 West 102nd Street, Inglewood, California
4. Educational and Military Films obtained from Fort Myer Army Installation
5. Test and Practice Booklets by The George Washington University School of Education, Education Research Project, 1166 Nineteenth Street, N.W., Washington, D. C. 20036
6. Ditto, Typed and Mimeographed Materials prepared by teachers
7. Weekly News Review, Civic Education Service, Inc., Washington, D. C.
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